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Cover Photo: A group of children enjoy the magazines and books of the children's reading room at the new United States Information Service Library in Tehran, Iran.

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## From the Editor's Desk . . . .

The processing and fulfilling of memberships is one of the most important and time consuming tasks in the central office. For some years the Catholic Library Association has maintained, for the convenience of its members, both a calendar and a fiscal membership year. The doubling of the size of our Association in the last ten years has made this dual membership year impractical. In an effort to speed service, reduce errors and improve the efficiency of the central office, the Executive Council, at the request of the Executive Secretary, instituted a new policy. Effective January 1, 1959, the Association will maintain only one membership year—the fiscal year (July 1-June 30). This period was chosen in preference to the calendar year because over 75 per cent of our members use the fiscal year. It also parallels the school year (September-June) making it possible for schools and individuals to renew their membership either at the close or the beginning of the school year without missing any issues of the *Catholic Library World*.

Obviously, this change to a single membership year (fiscal) will cause some inconvenience. We trust, however, that all members whose membership or subscription expires December 31, 1958, will cooperate with us in changing over to the fiscal year. The membership renewal letters will be mailed to all concerned in early December. In this communication we request a renewal of your membership for one and one-half years. (This applies to both national and section dues.) Your prompt attention to this matter will be very much appreciated.

The January issue of the *CLW* will *not* be mailed to individuals or institutions whose membership expires December 31, 1958 unless a renewal is received. Avoid missing any issues of the *CLW*. Renew now.

Remember, the *CLA* can improve and expand its services and publications only in direct ratio to membership renewals and growth. Two goals set by your Executive Secretary are: 1) To get *all* Catholic universities, colleges, seminaries, hospitals and high schools to become *Institutional* members. 2) To put on a membership drive to increase the size of the Association from 3000 to 5000 members in the next five years.

You can do your part in helping us grow by recruiting *one* new member and by enrolling your school as an institutional member.

New  
Policy  
Concerning  
Membership  
Year





● Two important Fall titles authored by members of the Catholic Library Association are a **Dictionary of Papal Pronouncements; Leo XIII to Pius XII** (P. J. Kenedy & Sons. \$6.50) compiled by Sister M. Claudia, I.H.M., Librarian, Marygrove College Library, Detroit, Michigan and the **Catholic Life Annual** (Bruce Pub. Co. \$2.95) edited by Eugene P. Willging, Director of Libraries, Catholic University of America, Washington, D.C.

Sister Claudia's book is a collection of briefly digested and annotated encyclicals, apostolic constitutions and other pronouncements by the modern popes on subjects ranging from labor to birth control. More than 750 papal works are included and are expertly arranged and indexed by title and subject.

Mr. Willging's work is the second annual volume. It presents the cultural heritage and a treasury of articles that look behind the familiar facade of the Catholic Church in America.

Both of these works are highly recommended.

● The new 1958 edition of **Subject Guide to Books in Print** (R. R. Bowker. \$17.50) includes over 96,000 books indexed under some 25,000 subject classifications. Only in-print books are indexed. Current prices, publishers, and, in many cases, dates of publication are included. A most useful tool.

● The Materials of Instruction Committee of National Aviation Education Council has just published **Pictures, Pamphlets, and Packets**—a list of more than 240 free and inexpensive teaching aids. This 16-page book lists pamphlets, bulletins, booklets, films, maps, pictures, charts, etc. produced by more than 50 aircraft manufacturers, the airlines, government agencies, and private organizations. No items listed cost more than \$1.00 and the large majority are available to teachers and school administrators without charge.

Listings include information on aviation careers, weather, theory of flight, missiles and rockets, space exploration, air transportation, aircraft engines, helicopters, air mail, etc. Air/space-minded teachers, regardless of grade level, will find a number of useful items to enrich and supplement classroom instruction. Write to National Aviation Education Council, 1025 Connecticut Ave., N.W., Washington 6, D.C.

● **Standards for Library Binding and Prebinding** have been issued in new and separate pamphlets by the Library Binding Institute, Boston, Mass. These current Standards succeed the "Minimum Specifications for Class A Library Binding of the Joint Committee of ALA and LBI," originally issued in 1935 and later revised, and the "Standards for Reinforced (Pre-Library Bound) New Volumes," originally issued in 1938 and later revised. The purpose of the Standards is to eliminate confusion between binders and their customers concerning minimum specifications. Copies of the Standards for Library Binding and Prebinding may be obtained from a Certified Library Binder or by writing to Library Binding Institute, 10 State Street, Boston 9, Mass. There is no charge for single copies.

● It was not the intention of the Catholic Church to approve or foster segregation when some special churches to serve the colored people were established in Louisiana after the Civil War.

This fact is underscored in a booklet, **For Men of Good Will**, written by Father Robert Guste and distributed by the Confraternity of Christian Doctrine of New Orleans. Father Guste is a parish priest of the Archdiocese of New Orleans.

Charting briefly the history of the Negroes in Louisiana, Father Guste shows that the labors of the early missionaries were so effective that by the time of the Louisiana Purchase in 1803, about 90 per cent of the Louisiana Negroes were Catholic. In these days before the Civil War, there were no special churches for the Negroes; all Catholics worshipped together.

Special churches for the colored race arose only in the bitter days following the Civil War, as a way of saving the many Negroes who were drifting away from Catholicism because of the coldness or even hostility they often experienced in their efforts to worship with their fellow white Catholics. Archbishop Janssens, who set up the first church for the Negroes in New Orleans in 1895, took great pains to make it clear at the time that Negroes were still free to go to either this church or to their own territorial parish church.

**For Men of Good Will** is a 61-page booklet written to answer the various fears and objections some Catholics have raised in regard to integration. The booklet bears the **imprimatur** of the Archbishop of New Orleans and is distributed by the New Orleans Confraternity of Christian Doctrine, 7845 Walmsley Avenue, New Orleans 25, Louisiana. Price is 35 cents.

● The University of Rochester Press has issued a list, plus supplement, of **Microcard Publications in Music**, which they have available. Included are recent theses in the field of music, as well as early music books; some of the latter date from the 16th century. Prices of the microcards are included in the list. Copies may be obtained by writing to: Mrs. Margaret K. Toth, Editor, University of Rochester Press, Rush Rhees Library, River Campus Station, Rochester 20, New York.

● Enrichment Records announced a series of recordings on famous American documents. Each recording presents a single historical document, either in whole or in part, read by a trained artist. In addition to the document itself, the recording also includes (1) an account of the events that preceded the writing of the document (2) subsequent national developments (3) lucid explanations of the document (4) authentic songs of the people who lived in the historical period depicted.

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● A valuable pamphlet in its eighth edition is **Need a Lift?**, published by the Scholarship Information Service, National Child Welfare Division, The American Legion, Indianapolis 6, Ind. This is a counseling tool to help students develop an interest in careers and to secure information that will make it financially possible to continue their education. The booklet gives information on scholarships available, the amount of aid offered, eligibility, and the places to apply. The emphasis is mainly on aid for children of deceased and disabled veterans. Copies of this guide may be obtained for \$.15 each.

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# The Library - Sanctuary of the Individual

BY PHILIP J. McNIFF

Associate Librarian  
Harvard College Library

**A paper prepared for a workshop on school libraries sponsored by Villanova University's Department of Library Science July 26, 1958.**

The good library—school, college, public or special—is not just a warehouse for books. It must be an organized and selected collection of books and related materials serviced by trained personnel who are equipped to make the library's services and resources known to the library users. The school library must be large enough to serve adequately the curriculum needs of students and faculty and to provide the students with a wide enough range of titles to enable the development of broad reading interests which will transcend the formal aspects of education. This latter function is extremely important for that considerable number of people who do not go on to college, for it lays the foundation for a more intelligent use of public library facilities. The good public library enables each reader to continue his self-education by building on the education he received in school. It helps some to enrich their personal lives, others to increase their earning capacities, and it provides all with the information necessary for effective civic and social participation in the life of the community.

The training in the use of the library is a most important duty of the school librarian, for it helps prepare the young adult to make the most constructive use of his college and university library facilities. Indeed, Mary Garver in her excellent pamphlet, which was commissioned by the steering committee for the 1958 National Book Week program: "Every Child Needs a School Library" quotes the remarks of a Harvard Freshman Dean: "The possession of a real skill in the use of a good library is in-

dispensable in college work. This kind of skill taught at the school level based on the use of a good library and closely related to the curriculum can save a Freshman one or two semesters of course work here."

The contents of today's workshop program testify to your concern with the effectiveness of the library at the elementary and secondary school levels. College librarians quickly distinguish the student with a familiarity with library tools and resources from the one who approaches the school library only when necessity drives him—and then warily, as if entering a new planet. Freshmen orientation tours and college library handbooks give fairly detailed instructions on how to secure a book from the various collections, how to perform relatively simple research and how to use general reference books, indexes and bibliographies and the specialized services of the library. The student who has learned prior to entering college how to use a catalog—even a small one, how to use a classified collection of books, how to use the dictionaries, encyclopedias, periodical indexes and some of the basic reference books has a knowledge of fundamentals in common with the scholar pursuing his studies. A knowledge of how to use the library as an instructional resource is necessary if the instructor or professor is to do his own work well. Such knowledge also enables him to guide his own students in their use of the library. The library staff has an obligation to assist the scholarly community to acquire this knowledge; it must help faculty and students to use the collection



effectively, and it must make the collections as accessible as possible. Very often, indeed, the embryo scholar needs to be reminded of the wealth of information readily available in the more obvious sources.

### **The Library and the Individual**

Assuming then that the technical functions of the school library are well in hand, let us consider for the moment a somewhat broader aspect of the library's usefulness, an aspect applicable to a library at any level, in any guise. The library is the stronghold of the individual. The moving pictures, radio and television have not made libraries obsolete by any means, for a good library offers a far greater range of choice—whether instruction, information or entertainment be sought—than years of programs at the theatre or on the air. When conformity is under attack (as well it might be) on the campus, on Madison Avenue, in the suburbs and the exurbs, in the corner gang and the supermarket, in fashions in ideas as well as in sacks and gray flannel suits (or has a new vogue come in?), it is the privilege and the great opportunity for the library to cater to the individual. It is the library that can foster his freedom to read, freedom to think, freedom to be different. The library can assist in the development of the true freedom of the mind which, as Gilson says, "consists in a complete liberation from our personal prejudices and in our complete submission to reality . . ." This is so necessary today when science and technology are emphasized as the solution to the political disorders and social injustices. Mark Schorer, Professor of English at the University of California, at the recent meeting of the American Library Association in San Francisco stated the case for the *Harassed Humanities*. He noted the emphasis on science and the respect accorded the sciences (including to some extent the social sciences) contrasted with the low repute now enjoyed by the humanistic studies. Our people are concerned about many problems—Sputnik, recession, juvenile delinquency, cancer research, alcoholism, mental health, etc. But Schorer concluded, "But suppose we solve all of them; that would still leave the humanities—and only the humanities—to ask the question. For what end did you solve them? For what profited a man if he gain the whole world

and . . . ?" The principle "that truth, morality, social justice and beauty are necessary and universal in their own right" must be stressed in order to attain the realism that is the source of social and personal liberty.

Librarians must encourage each individual to develop his or her reading interests. The school and college libraries have a two-fold role to play: one in contributing directly to the educational program; and second, any in many ways the more important one, the development of individual reading interests which will be followed throughout life.

The poet, David McCord, in writing a brief account of Harvard's browsing collection, states: "A time for any man to lay the foundations of his life's reading is in his later school days, his college or university years. If he has not acquired, by the time he is thirty, a few shelves of good and lasting books which for him are 'home to the instant need of things,' he has neglected or lost not the least valuable part of his education. A small and reasonably rounded collection of books, such as those in the Farnsworth Room, can be both an example and a stimulus." Thomas Wolfe in his frequently quoted "Autobiographical Outline" gives one writer's testimony to the place of reading. Speaking of his graduate years at Harvard he writes, "To me it was only vaguely a 'University'—to me it was a place heavy with the noble enchantment of books—all the beauty, all the power, all the wonder was there for me—the center of the place now, the first picture that comes to me, is of the Farnsworth Room—the luxurious couch—and the books."

### **Importance of Selection**

Exposure to books is the theory underlying the development of browsing rooms and undergraduate libraries with completely open-shelved collections. The most important feature of these new facilities is the thought and care behind the selection of the books—always with the intention of exposing the student to the widest possible range of reading tastes and interests in the most attractive formats possible. The school libraries cannot afford the browsing rooms and special collections, but the same principles can be carried out with ten or fifteen well-chosen books placed between bookends on a table and labeled with some eye-catching sign. Change



can make up for lack of size and space.

Some brief mention must be made of the value of records and listening equipment in the school library. Here again, it is not too difficult to afford a student the opportunity to listen to four different interpretations of *Hamlet*; or to follow the text as he listens to poetry read by the poet or by someone else. Users of the Woodberry Poetry Room at Harvard are always fascinated to hear "Journey of the Magi" as read by Eliot several years ago; then John Gielgud's reading; and finally the interpretation of an Eliot grown more skilled in reading. An article in "America" in September, 1950, reporting on a poetry conference, observes that "Poetry when listened to makes light of obscurities." And the author ventures to dream a bit: "Suppose that parents and teachers would make use of these records of spoken poetry to train a new generation of poetry listeners. These young listeners would be using most modern gadgets in order that they might slip back into the tradition of their ancestors—whether in ancient Athens, in the mountains of Yugoslavia, or around a turf fire in an Irish cottage. And in listening to poetry, they themselves might learn to read aloud, discovering the warmth and the bond in communication as God made it."

### **Cooperation a Necessity**

The librarian can do much for the individualist whether he be bright, average or slow. The gifted student can be taught how to exhaust the resources of his own library and how to discover the resources of others. In this, as in many cases, it is important that the school library work in close cooperation with the public library and any other sources available to the community. Incidentally, it is well for the librarian to remember that the young specialist can be very knowledgeable in his field and even a little arrogant; this, coupled with his general immaturity, calls upon depths of patience and charity. On the other hand, his exuberance and youthful joy in discovery can be pleasant things to share.

There are some persons who are born with a deep consciousness of individuality, and when they are young, especially, they can appear a bit difficult at times. What else can you expect when adjustment and ability to run with the herd are goals to be cherished? But trouble-

some though they may be, these youngsters are often worth whatever trouble they cause. A few examples may help to illustrate the point. They have come at least indirectly within my experience over the past twenty-five years.

### **Find the Right Book**

There was a dreamy, frequently discontented looking boy who could not sit still in the high school library. He would roam the shelves, picking out books and putting them back, often leaving the library with a shrug and no book. He was hard to talk to. His restlessness annoyed other students. One happy day he brought a play to be checked out. The bond was established—and so was something like a friendly working relationship. At least he agreed to read and not to walk over everyone else. He loved to read plays—and plays, all plays. Today he is one of our leading and most widely acclaimed television producers.

A successful young psychiatrist who can laughingly refer to himself as his own best laboratory was a peculiarly exasperating problem in a high school library. Undersized at the time and overbrained, he had a genius for provoking the wrath of boys who could have pulverized him. His was the quiz kid mentality (long before the day when he could have made a fortune on it); he could absorb and retain facts with frightening ease. The librarian tried (partially to keep him alive and the library in something approaching order) to cultivate in him some kind of sustained interest in one line of thought and all its allied associations. Sometimes it meant staying with one author; sometimes it meant digging for books on one subject. Always it meant being cheerfully willing to discuss the matter in hand, to listen to opinions and evaluations—even when it meant being trailed around late after school while the mechanical jobs were being done. Billy was perceptive and grateful even then, and his gratitude was charmingly expressed at a later date.

Many other individuals come to mind—the girl who felt better about her delight in snakes when she discovered the highly respectable science of herpetology; the boy who put up a spirited defense for science fiction when other students laughed at his "fairy tales" and who later won a National Science Foundation scholar-

(Continued on page 82)



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THE CATHOLIC LIBRARY WORLD

# How to Build and Use a Good Elementary School Library

BY SISTER MARY CELIA BAUER, S.S.N.D.

St. Martin of Tours School  
East St. Louis, Illinois

Address delivered by Sister at the National  
Catholic Educational Association convention in  
Philadelphia, Pennsylvania on April 10, 1958.

The N.C.E.A. theme for 1958, the Right to Educate, is permeated with implications; but the particular interpretation and the most appealing and appropriate one for our purpose—how to build and use a good elementary school library—is that of the need of educators to provide opportunities for an educational environment. All education, *per se*, must be earned by the individual's self-activity; but teachers are prime movers in providing an atmosphere, in giving guidance along the way, and in creating and maintaining interest during the lengthy formal educative process.

## The Realm of Children's Reading

Once upon a time, children lived at home and stayed at home. Nowadays, the child who has time to sit back comfortably and leisurely and think about his plans and dreams is almost a rarity. Johnny can't read well because he hasn't time to practice reading; he doesn't have time or encouragement to learn to enjoy a whole book; he hasn't the leisure or quiet to get his imagination working for itself. Between music lessons, scout meetings, dancing classes, junior theatre, sports, parties, he manages to dash off a bit of more or less thoughtful preparation of home assignments and to watch his favorite TV western or cartoons. In surveys of children's preferred recreations, reading ranks about tenth place.

Johnny and Sue need to be taught to use and enjoy their reading skills that are being ably taught in the classrooms throughout the land. They need the practice to become good and

fluent readers, so that the magic of the printed word will inspire them, raise them, and lead them to become thinkers and leaders; not to be what Pope Pius XII has declared we are becoming, "listless spectators of an onrushing future." Not that every avid reader is a leader; but it is a fact that leadership carries with it the power of using the printed and spoken word fluently.

Another thought to make one realize we must *train* our children to read whole books: only 17 per cent of all Americans read after leaving school as compared to 55 per cent in England and even more in other European countries.

One final comment. Good children's literature is *not*, as many educators unfortunately think, just a "filling in" or a "cream-puff" type of activity—nice enough but not necessary, or consisting of sweet prudish stories; or simple, jingly rhymes; or lurid fantasy; or, in fact, any trash just slightly above comic book style (if not format).

## What Is Children's Literature?

The huge body of children's literature which is building up with almost terrifying rapidity today, is *not* foolishness. More and more, serious writers are turning to writing for youth. We, in the elementary field, must give the young people an early pleasurable meeting with such writers as Helene Magaret and Louis De Wohl, for instance, for these, among many other reputable writers, have given us excellent juveniles, or, as we like to call them, junior novels and biographies. If we capture our children early

enough, we are more likely to have a Catholic reading public tomorrow. Statistics tell us that the age of twelve is the "golden age" of reading. If the seeds of the habit are not planted then, too many alluring interests harden the soil, and the desire or "felt need" to read is likely to either never reappear or must be very assiduously cultivated later on.

If the boy or girl of twelve has not succumbed, somewhere along the line, to the magic or thrill of the printed word, or been lured to it because of its need to solve his problems and give him facts he needs, he will probably be one of that too-large group of high school "attenders" who boast about "never cracking a book." And, ponder upon it, is it this group in our teen-age society which is supplying leadership toward things worthwhile?

True children's literature has definite criteria. Some of these criteria are 1. a logical plot; 2. a lucid style; 3. good character portrayal; 4. ideas that will not need to be relearned (meaning that although maturer phases of these ideas will be presented in adult or near-adult literature, the early presentation will never be an untrue or wrong one); 5. a suitable age level for the presentation of particular ideas or factual information; 6. suitable background for young people who should not be introduced to the horrendous or terrifying aspects of life before acquiring enough maturity to cope with mature problems; 7. present-day thinking, which means that the children's books we adults grew up on may be outdated and may seem stupid to the child; as, for instance, books in which the rules of games are so old-fashioned as to make modern boys and girls laugh at them.

Finally, our superior readers in the elementary schools are not enriched by just reading more books to "pass time," but by reading better books and deriving background experiences for the further educative process and for vicarious living in today's and yesterday's world. We can gently push them into adult literature through the use of the fine names among the writers who are beginning to give us juvenile editions of their work; as, for instance, Mrs. Killelea's *Wren* as the child's version of *Karen*; or, as I mentioned earlier, through judicious titles penned by writers we want the young people to meet again in high school and college.

I fear that the good elementary library in the school is still more fancy than fact. Some elementary collections are deplorable. Perhaps my approach to my subject has been long-drawn-out, but I think it was necessary to show that the kind of elementary libraries we want are not the haphazard collections that simply fill space and interest no one.

If we want our children to be introduced to the best, the teachers—many more of them—will have to know the present-day field of children's literature, both the good and the bad, for the latter we have with us, too, unfortunately.

### How to Build and Organize the Library

In the school itself, there are three types of organization possible in the elementary collection.

The *classroom library* is perhaps the most easily started and most easily organized unit. Classify the books on hand; that is, put together the books that deal with each of several well-chosen subjects. Make a listing of the books on hand, giving each a number from one on, even into the thousands. This is an accession record and shows how many books the school has and when they were acquired. Type, according to a simple formula approved by a librarian (so that the child does not have to relearn the use of the card catalog in high school or in the public library) author and title and subject cards, using three by five cards, and interfile all these cards alphabetically. Devise a simple means of checking out these books so that you can easily tell who has each book not on the shelves. Do these things and the simplest form of library organization is functioning.

In the *centralized library*, the resources of the entire school are pooled so that every book is made available to every child. It requires a separate room set aside as a library, but outside of that the system can be kept quite simple, nor need the matter of equipment be frightening. Start with whatever is available and build wisely. All books in the school, except the very easy ones, are shelved together and one card catalog and one accession book are sufficient for all needs, no matter how elaborate the library may grow. The easy books may be shelved in the same room, but these should occupy a separate section. It is gratifying to find that even eighth-



grade slow readers will enjoy the picture books of the primary group, and intermediate-grade slow readers will profit from much of the easy reading that they find. On the other hand, bright sixth-graders will pick from the shelves books that challenge many of the eighth-graders. On the whole, children should be free to pick their books from an acceptable collection, although some required reading followed by a discussion of material read is stimulating, interesting and necessary.

The combination of the classroom and centralized library is ideal. It consists of a well-stocked central library to which young people have access at frequent intervals, plus an attractive supply of books on the classroom shelves, constantly renewed for special units of study or work or to suit the season or occasion. This classroom supply of books is checked out from the central library by the teacher. Needless to say, this type of organization needs a large number of books in the central library and, primarily, an interested and alert faculty. Even though the faculty may be interested, time may be at a premium; in many cases, room in the classroom is at a premium.

### How to Start the Library

The start for the school library (if none at all is in existence at your school) can be made with a collection of approximately three books for each child, an accession book, packs of three by five cards, a card catalog, and a case to hold the books cards or books that have been borrowed. Date due slips, book cards, and catalog cards can be purchased from any of the library jobbers. Book pockets will be needed or the diagonal strips used in many libraries and which are preferred for primary books especially. The finances of the school and the help available in organizing will help one decide what materials to use.

Next, check over the books you have on hand. Weed out textbooks, put aside books with old copyright dates, especially in history, geography and science, and get rid of poor series books. Then, with the funds on hand, begin to plan the collection, getting books supplementary to the subjects taught in the school, some good fiction, books on citizenship, readable science, fine arts, hobbies, and other interests. Provide

magazines if this is feasible. (In some elementary schools magazines are best handled through the classroom teachers who circulate magazines that are on his or her children's reading and interest level.) If the library is to consist of classroom collections only provision should be made for the keeping of encyclopedias and other reference works in a central place so that all of the classes will have ready access to all reference material. To duplicate sets of encyclopedias is an expensive procedure not warranted in most schools.

If books must be kept in classrooms only, at least have central accessioning and a central cataloging system available to both teachers and pupils. Thus there can be a free interchange of books between rooms. Cards and books can be marked with a symbol indicating from which room they emanated so that lost books can be returned quickly. In some libraries teacher-librarians like to use a code to help them "grade" a book on sight. This symbol should be inconspicuously placed, such as 0307 to mean that the book is suitable for grades three through seven; or Roman numerals, as II-VII.

Most of the schools using the centralized library arrange for library periods for each class. These periods range from thirty to forty minutes in length, and are scheduled once or twice a week. Eighth-grade student librarians are appointed either for duty on a certain day of the week, or for duty with a given class.

### The Librarian's Tools or Aids

Several simple aids for the beginning teacher-librarian are necessary and easily available until such time as the person assigned to work in the school library can get basic teacher-librarian courses, for which there is no adequate substitute. Three hours of classification and cataloging and three hours in book selection are meager, but they are basic.

In the fall of 1956, Mr. Richard J. Hurley of the Catholic University, Department of Library Science, published a pamphlet available to all schools through the Catholic University Press. It is called *Your Library; How to Organize an Elementary School Library*.<sup>1</sup> This little book was unfortunately overlooked by many teachers as it came into the schools as part of the Pflaum Young Catholic Messenger



service working with the Commission on American Citizenship of the Catholic University. In the booklet one can find practically everything needed to start a school library. It gives at least an idea of what to do first, suggests aids, and tells how best to carry on the work of presenting our children with wholesome reading. The chapter on the vertical file might be omitted, and the book list is inadequate because no one can tell what two hundred basic books will be needed in all elementary schools to start a functioning and interesting and useful collection. Moreover, good current practice suggests that library organization be by areas of interest or by subject rather than by grade levels, as Mr. Hurley's list suggests. Reading levels and interests vary so widely in every elementary school classroom that the central grouping of books, that is, the library collection, is the only way to provide with any fair degree of adequacy for all tastes, for all interests, for all reading abilities, and for all exploratory forays into the world of the printed page.

#### **Book Selection Aid**

The best single guide to classification and selection is the *Children's Catalog*,<sup>2</sup> published by the H. W. Wilson Company. It does not have a Catholic supplement, as does the *Wilson High School Catalog*, but it does list the best in children's literature and is often used as a check-list of library holdings. Except for a very small minority of titles which we, as Catholics, do not approve or fancy, the *Children's Catalog* is a good buying and classification guide and has been a "life-saver" for many an inexperienced person who has learned to use it skillfully after a few lessons from a trained librarian.

The person in charge of the organization of the library should know Clara Kircher's excellent book on bibliotherapy, *Character Formation through Books*,<sup>3</sup> also a Catholic University publication. It is a guide and an aid through the use of which the school cannot buy badly and which will be of tremendous help to the elementary teacher in her efforts at guidance.

Recently, in one locality, a Sister provided an identification-of-books type of contest for Book Week. A word was left out of the title, or the author needed to be found, or the exact opposite of the title was given. Each section of the contest paper was carefully planned and no

particular trouble was anticipated, for the Sister making up the list used only titles found in the Teachers' Guide to the *Faith and Freedom Readers*. Public libraries were combed and the contest did achieve its purpose; that is, it created an awareness of card catalogs and acceptable titles that piqued curiosity and stimulated interest. But—and here is my point in mentioning this contest—no one seemed to realize that all the titles were in the Faith and Freedom Guides. Such titles form a very good, reliable, and useful basic buying guide.

I hold with the Very Reverend Columba Cary-Elwes, O.S.B., principal of the Priory School in St. Louis, Missouri, who addressed teachers of the St. Louis area in February, 1958, that our curriculum is too crowded to provide for a broadening and deepening of the channels of learning on the elementary level in the essentials.<sup>4</sup> We ably teach the mechanics of reading, for instance, but we are not providing stimuli to groove free reading into constructive channels. We haven't the time or the awareness to use supplementary materials.

Children who want to read will often stumble around and pick up anything that may come their way, good or bad. However, the worthwhile materials are not usually found as easily as the mediocre and poor, for these latter flood the shelves of stores and are usually inexpensive and exciting-looking. We have to make the good things we have so readily accessible, and build up favorable reactions to them, that young minds will choose the good, grow on them, and relish them before it is too late—before the golden age of dependence upon parents and educators for guidance is gone. Our aim is not: Do we have all the popular books?—but—Do we make good books popular?

#### **The Need for Basic Guides**

We are inclined to leave *all* the child's free reading to his free and unguided choice because, 1. we don't know the realm of children's literature, since many adults haven't grown up with an awareness of it; 2. we don't have time to know and evaluate the body of children's literature of the present day; or, 3. we do not have the facilities to implement the procurement of what we know and realize is good.

Thus, I repeat, we need basic guides as starting points and we must devote time to study-

ing them. Such would provide a summer season both pleasant and profitable for many Sisters and lay teachers.

Before I leave this topic of tools, aids, and guides in selection, I want to call attention to an editorial in the December 1957 *Catholic Library World*.<sup>5</sup> It says, among several pertinent remarks about reading, that the Elementary School Libraries Section of the Catholic Library Association is currently working on a practical program to help elementary schools. To quote:

"Among the definite aims of this Section are:

1. to issue a basic list of books for Catholic elementary schools
2. to formulate standards for elementary school libraries
3. to offer effective consulting services for teachers and librarians who are struggling with classroom collections and inadequate central libraries.
4. to try to help improve courses in children's literature being offered in Catholic teacher-training schools."

### Finances

After the school has decided that it needs to develop a library, and some interested and self-sacrificing souls—either among the faculty or some heaven-sent lay friends of the school—are willing to organize and keep up the collection, the question of finances looms large.

However, this should not be formidable, for resourcefulness will find a way to get books into willing hands. The local parents' organization should help; a Book Fair can do wonders; a library fee of from fifty cents to one dollar per child can be levied each year; state, county, and city libraries are usually able and willing to supplement school collections. In fact, the school library may be the channel through which the young are introduced to the best authors and to acceptable series; and, from familiarity with samplings of what is good, the child can be steered to the wider range of selection along the same lines at the local public library.

From reports of elementary schools maintaining a centralized library, it would seem that student interest and an awareness of books can be developed through the organization of a

pupil library staff. Where Civics Clubs have taken over the library as part of their duty, the work of the library is unified and brought into the total school picture.

Under direction, pupils can do such tasks as the following:

- arrange and straighten books on the shelves
- charge books to borrowers
- card books that have been returned
- file book cards
- process books; that is, open and stamp new books, write book cards, prepare book pockets and even index cards, especially the shelf list
- clean and mend books
- help with inventory
- take care of the bulletin board
- keep track of overdue books
- help younger pupils to become acquainted with the library

The work should be planned so as to give pupils a variety of experiences. However, the teacher should always do the following tasks:

- evaluate books for discarding
- analyze the contents of a book
- assign subject headings
- type the card catalog cards
- select and order books, pamphlets, magazines and other materials.

The school library is a service organization that is not a fad. Since it is important that young people come to appreciate the right kind of books and to avoid those that are detrimental to faith and morals and Catholic thought in general, it is part of a teacher's duty to see that his pupils are introduced to good reading early in life.

The Reverend L. R. Whelan, a Wisconsin pastor, wrote along this line of thought in the *Catholic Library World* and I shall close this paper with Father Whelan's thought-provoking words.<sup>6</sup> I quote:

"Let Catholic elementary school librarians look upon their work not as something added to their already mountainous chores but as a golden opportunity offered to them. . . . If even one of these little souls remains close to God and His Church in later life, because she took the time to make reading a pleasure instead of just another school chore to be gotten through,

she will have done a wonderful thing and earned a reward without measure. Religious vocations may be lost—lay readers may be lost to the Church—if reading remains something to be indulged in only when the evening paper arrives. . . . Do not fail the child—and in all probability the child will not fail the Church in later years.

"Very few of our Catholic children are in our Catholic high schools, and if the grade schools do not teach the children to read—and to read Catholic things—they will never learn. As adults, after their formal education is over, they may continue through Catholic reading voluntarily done to 'think Catholic' in order that they may 'act Catholic'."

<sup>1</sup> Hurley, Richard J. *Your Library; How to Organize an Elementary School Library*. Washington, D.C. The Catholic University of America Press, 1956.

<sup>2</sup> *Children's Catalog*, 9th edition, New York. H. W. Wilson Co., 1956.

<sup>3</sup> Kircher, Clara J. *Character Formation Through Books*. Washington, D.C., The Catholic University of America Press, 1952.

<sup>4</sup> Cary-Elves, O.S.B., Very Rev. Columba. "American Vs. European Education." Address at Greater St. Louis Library Association meeting, St. Louis, Missouri, February 15, 1958.

<sup>5</sup> *Catholic Library World*, Dec. 1957. "Why Doesn't Johnny Read?" page 133.

<sup>6</sup> Whelan, Rev. L. R., St. Joan of Arc School, Okauchee, Wisconsin. "A Pastor on the Grade School Library." *Catholic Library World*, Dec. 1953, pp. 94-95.

## The Library-Sanctuary . . .

(Continued from page 75)

ship; the boys and girls who would sign up on a reserve list for *Robinson Crusoe* or *Vanity Fair* after hearing a strategically chosen chapter read aloud.

Opening doors is surely a library function. Sometimes the doors are right at hand and easily marked; sometimes they are at a distance and the young traveler must be guided to them; sometimes they are small and obscure and the hesitating wayfarer must be given a gentle push. But doors are for opening—and flexibility must be the rule. If one doesn't work, another will—maybe a third or fourth.

The school libraries must work closely with the public library in order to eliminate duplication of effort and to improve the quality of the

community. If people are to be expected to make intelligent decisions in a world rapidly becoming more complex, they must have access to and knowledge of how to use comprehensive collections of timely and attractive books and other communications media.

Marion B. Folsom, the Secretary of the Department of Health, Education and Welfare, has said, "Our society is even in greater need of broadly educated men who have the intellectual ability and the moral conviction to make those difficult and oftentimes unpopular policy decisions that determine the course of mankind's advance. Those qualities increasingly require a grasp of the scientific and technological aspects of our world, and they will ever require an understanding of the great moral, philosophical, and historical truths of mankind."

Scientific and technological advances alone have not solved the problems of our atomic age. Might it not be that the time has arrived to concentrate on the moral and spiritual development of the individual as a solution to the individual and collective problems of the world? This is the sphere for libraries and librarians.

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**Catholic Library Association**  
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# How Much Does the Teacher Need to Know About Children's Literature

BY MARTHA C. ENGLER

Children's Librarian, South Boston Branch  
Boston Public Library

**A discussion of the value of a course in children's literature for the elementary school teacher. Talk given at the 49th annual Teachers Institute, Department of Education, Archdiocese of Boston, on August 26, 1958.**

We, who are children's librarians, work with children and with books. That is our vocation in life. We read the children's book, we compare them, we criticize them. We want our books as well as our children to be good, as good as it is humanly possible for them to be.

A child who is so unfortunate as to be poorly educated, untaught, unmannered, unattractive, can, with love, patience and persistence, be changed into a lovable, literate, cultured Child of God. One cannot say the same of a book! A book which is illiterate, dull, unprepossessing and in poor taste, remains that way until its pages fall apart and the ink fades from the paper. How important it is that a book should be good! Particularly if it is a book intended for children.

A book is something more than a method of imparting information or of having wholesome fun. A book can be the means of achieving deeper understanding of oneself, one's neighbor, and one's kinship with God. A book can fire the imagination, goad ambition, inspire action. How important that it should be good!

Goodness in literature is more than a matter of morals. There is no need for us to discuss morals. On that score we are all in agreement.

Literature is not made up of morals alone. Literature is made up of words; words carefully chosen for shades of meaning, import, emotion, color, taste and sound; words rhythmically arranged in patterns of phrases, clauses, sentences; combining to make up a composition that is logical, intelligible, artistically satisfying and grammatically correct.

There are many good books for children.

There are also many poor ones, dull, out-moded, prosaic, stereotyped, stale in thought, stiff and unreal in characterization, pale and anemic in their literary expression. If these are the books which we provide for our children, we must expect that they will in their own English compositions, in their vocabulary and in their grammar, reflect the pattern which we have given them. Are we always as conscientious as we should be in choosing the very best that is available when we are compiling our lists of required reading? How well does the teacher know these books?

We feel that a good knowledge of a wide range of books is as important for the teacher as it is for the librarian.

For it is the teacher who must inspire the children with a love and an appreciation of the beauty of words. Inspiration is something intangible. It cannot be pinned up on the blackboard or outlined in diagram. The teacher herself must love, understand, appreciate the books which she is to share with her children. And she can do this only if she reads them, reads them carefully, critically, so that she can compare and evaluate various titles and consider their relative importance to her children.

That is why the members of this panel feel that a course in children's literature, or perhaps a refresher course would be the better term, since all teachers must have had a background of children's literature, a refresher course is so very valuable. A teacher needs to know something about the history of children's books, she needs to know the names of the truly worthy



books, she needs to know the principles by which a book is judged.

But a course, once taken, is not enough. The teacher needs to keep reading the children's books, discarding the unworthy and the outmoded, introducing her children to the best of the new ones, surrounding her pupils with that which is good in literature so that it may, pleasantly, unobtrusively but permanently, become a part of their own spirit.

### **Foster Literary Appreciation**

One of the most enduring memories, also one of the happiest, that I have of my own parochial school days is the Friday afternoon reading hour which good old Sister Wenceslaus provided for us. Sister Wenceslaus loved Shakespeare! She thought he was just about the most wonderful writer that ever lived! She just had to share one of his plays with us. We were in the seventh grade and she read to us, in weekly installments, *The Merchant of Venice*! We loved it, too. I have just one bone to pick with Sister Wenceslaus, she did not tell us that we could borrow the book at the public library. In those days the relationship between the parochial school and the public library was not as close as it is now. But one of the boys found the book at the library, he told me, and I went down and got it, too. I read it. It was just as good to read by myself as when Sister read it. And do you know? At the back of the book there was a list of some other good stories the same author had written! One by one, they were borrowed on my library card. They were read. They were enjoyed.

Do you love Shakespeare deeply enough to give him to your classes with conviction and glowing enthusiasm?

Literary appreciation is not something that can be drilled into a child. It is something that must be absorbed into the fibers of his whole being. It cannot be forced. It "droppeth like the gentle rain from heaven upon the place beneath." And that place, the mind of the child, can be a rather arid place where no creative thought ever had a chance to sprout. Not because the soil is worthless, but because it has never been cultivated.

Granted, sometimes we come upon seeming solid rock, which not even the heaviest down-

pour could possibly penetrate. Or loose sand through which the water pours like a sieve and nothing is retained.

But by far the greater proportion is good soil, which once irrigated, cultivated and sown, will produce a harvest exceedingly rich.

Our children are the writers, the poets, the playwrights, the philosophers of tomorrow. Are they not worth a bit of tending? How many of our potential writers of the past never came to fruition because the soil in which they lived was neglected and the seed withered to dust before it could germinate?

Who are our great American Catholic writers? How many do we have? Where are they? How many of them can stand above the crowd of those who are merely adequate? How often does a Catholic book attain the distinction of being on the national best seller list? For a book to "make" the best seller list is also a measure of worth. A book that does not sell, is a book that is not read. If a book is not read, what good is it?

Oh yes, we do have our Catholic authors. There is Thomas Merton, that giant! Thomas Merton's books, all of them in turn, regardless of how deeply spiritual their content, how profound their message, are to be found on the best seller lists. They are read. Not because they are Catholic, which they are, but because they are vital, compelling, thought-provoking, written with an exquisiteness of style and a thorough mastery of the rules of English grammar.

Father Weiser is another. His *Christmas Book* was a best seller, not because it was Catholic, which it was, but because it was delightful, charming, the ideal Christmas book.

### **Great Catholic Writers**

These writers attained their popularity not because of the moral support and the purchasing power of their fellow Catholics, but because of the pleasure and inspiration which their works brought to thousands of readers of all faiths all over our country.

Yes, we do have our literary giants. But who are they, these men of whom we are so proud? Catholics, yes. But where did they get their literary training? Where did they get their background? In the parochial school?

Thomas Merton, and many others of his calibre, came to us a convert from Protestantism.



He brought with him into the faith a culture which he received elsewhere.

Father Weiser, and there are others like him, was born a Catholic and he was given a Catholic education, but in a foreign land; and the language in which he now writes so beautifully and so successfully is not his native tongue. Neither of these men was a product of the American parochial school.

How many of our graduates have attained similar eminence in current American literature? Offhand, how many names can you recall? How many?

### **Influence Reading**

Why? Why is this so? Surely, something is lacking. Is it a lack of basic intelligence? Of God-given talent? Is it because there something in our religion that demands that we must remain mediocre? What is it? Why? There must be a reason. There is always a reason. Perhaps more than one.

Is it perhaps that we are lacking in our schools more teachers like Sister Wenceslaus?

Is it perhaps that our teachers have not placed sufficient emphasis upon literature as one of the fine arts? As a means of self-expression? As a source of beauty and delight? As a way of intellectual and spiritual growth?

Have our children been impressed from their earliest years with the sound, the grandeur, the power of words? If our children are accustomed to hearing and reading fine writing, they will learn to revel in it, and eventually, inevitably, they will seek to imitate.

This training in the recognition of good literature is a task for the elementary school teacher. This training must begin in the first grade. Once the children are in high school it is too late. Really it should begin at home at mother's knee, but since we are teachers, not mothers, we must begin when the children come to us in the first grade.

Let us be honest with ourselves. How many of our children come from homes in which there is any deep enjoyment of wonderful books? Many of our children have foreign-born parents who, cultured though they may be in another language, cannot give their children any background in English.

Others come from homes wherein that "gentle rain" has never dropped. Among our own

personal acquaintances are there not many good Catholics, the salt of the earth, whose homes are arid and bare of books? The only reading matter that comes into these homes is the daily tabloid, probably the *Pilot*, perhaps one or two of the devotional magazines. The tabloid, we know, is read.

If our children are to be made vividly aware of the joy and wonder of reading, if their imaginations are to be awakened, their potential talents aroused, then it is the elementary school teacher who must take on the task of bringing down upon our children that "gentle rain" of healthful English prose and poetry so that it will soak into the arid "place beneath" and make it fertile.

The librarian will help with all her might, but she is not mighty enough herself to accomplish very much. She can help in the formulating of standards, in the choice of books, in the compiling of book lists. She will give generously of her enthusiasm and love of books and children. But she is not mighty enough in herself to accomplish much alone. Her task, if she were to venture it alone, would be like carrying water to the Sahara, one thimbleful at a time. "Tis mightiest in the mightiest," and the elementary school teacher, in her influence over the children, is much mightier than the librarian.

### **Creative Arts**

Within the past few years, here in the archdiocesan school system, there has been a surge of interest in developing the creative possibilities of our children in the fields of art and music. The teachers are applying themselves, unselfishly and diligently, to master techniques of drawing, painting, modeling. They are practicing faithfully upon the piano, the cello, the big base drum, so that they may, in turn, become fitting instructors in music and in art. In the short time that these programs have been in practice, they have already produced encouraging results.

Should there not also be a vital surge in the field of creative reading and writing? Should it not, perhaps, have come first? For if a child is to develop his creative, artistic faculties, should he not do so first in the language which he speaks, the words in which he thinks, the phrases with which he communicates his ideals?

And that brings us back again to the import-

ance of a background in children's literature for the elementary school teacher. Just how well do the teachers know the books which they recommend for their children?

The children come to us in our libraries. They bring to us the reading lists which the teachers have prepared. And oh, their lists, and there are lists, and then there are **LISTS!**

If there is anyone who has any question about the amount of intellectual freedom rampant within the Catholic Church, he should be given these lists to examine and to compare. Each one is an authorized "Catholic" reading list, a list of required reading, and each one is a law unto itself.

We get lists for the younger grades with titles far beyond their comprehension. We get lists for older grades with titles far too easy.

The girls come to us with titles more appealing to boys. The boys come with lists of home and vocational stories which the girls could appreciate much better.

Lists of biography are predominantly male. After all, there have been a few famous women in the world and some good books have been written about them. From some of the lists of lives of saints one could infer that the only woman who ever achieved heaven was the Blessed Mother. In all truth, she does have a bit of feminine companionship up there, doesn't she?

### Modern Books

Some lists contain titles of vapid, hack-written series books, Carol Keene and Nancy Drew mysteries. As librarians we regret that the children read this type of thing. How do we feel to find them listed as required reading in our Catholic schools?

We get lists of books which, once upon a time, were the best available for children, but which have in years since been surpassed by far better things. Father Finn belongs in this category. True, when we were children we read him and we loved him. He was wonderful in his day. But that day is gone. Father Finn's stories are similar to Henry Ford's 1910 Model T, it was the best car of its kind in its day. How many of us, now in 1958, would still insist on recommending that same Model T for purchase and for use? Would it not be kinder to leave that good old Model T safely entrenched in memory, where it can be looked back upon with

nostalgic affection and respect? Is it fair to expose it to the competition of current models?

We get lists of religious books, not of the highest in literary style, books which are more in the nature of, to use a phrase coined in the *Pilot*, "religious junk." Particularly when we present to our children biographies of our saints and Catholic lay personages, we must be strict in demanding that these books should be realistic in depicting sanctity as a thing of heroism, of strength and fortitude, of courage to endure hardship and to overcome difficulties. How many of our children's books of saints succeed in this? Many of them give the impression that sanctity is something lightly won, a thing effortless, weak, saccharine, effeminate. We do our children a great wrong when we recommend books of this type.

And then we also get lists which we consider good lists, well-balanced, up-to-date, revised carefully and often, lists which we take to our hearts and of which we say with all the fervor we can muster: Here is a truly Catholic list! For instance, the list for elementary schools put out under the signature of Rev. Andrew L. Bouwhuis, S.J., is one which we whole-heartedly recommend.

Shall we who are teachers, and we who are librarians, join forces? Shall we work together to bring about that vital surge of interest in literature for children here in our own archdiocese? Shall we work together to promote only the best in reading matter? Shall we endeavor to foster in our children the creative impulse to write and to write well?

If we do this, for a period of eight years in our elementary schools, what sort of pupils, do you suppose, we shall be sending into our high schools?

### DUES ARE DUE . . . If Your Membership Expires December 31, 1958

In accordance with the Catholic Library Association's new policy (adopted during our Buffalo conference) of permitting only the fiscal year (July 1 to June 30) for memberships and subscriptions, you are requested to send in dues for one and a half (1½) years. This would give you a paid-up membership through June 30, 1960.

Please send in your renewal immediately to avoid missing any issues of the **Catholic Library World.**

# An Approach to the Classifying of Religious Biography

BY REV. CHARLES DOLLEN

Librarian  
University of San Diego

Saints, while they may be examples of it-can-be-done, were also the reproaches of their times, and a sign of contradiction. And for the catalog department, they are still a problem! Where do they fit in?

In a library which serves such a varied student body as the University of San Diego does—law students, seminarians, undergraduates and night school students—the problem becomes acute as the demand for “good live of the saints” grows.

Our approach to the whole Dewey 920's has been to treat biography in this order: first, we see if the book can be classified in the regular History section. We also try to put geography and church history books with the national history divisions and chronological subdivisions, emphasizing the trend to complete subject section.

Secondly, when the historical approach would be forced, we try to classify biographies with the subject study, and the .092 form division. We are also partial to a Literature number, especially for such things as literary memoirs.

When all else fails, we approach the 920's. For the saints, often, all else fails. They have the most annoying characteristics of cutting across national lines—no respect for geography; of getting into all types of work—no regard for specialization in anything but the love of God; and their literary style makes the critics gulp!

If that weren't enough, the Church hasn't come around to canonizing all the religious folks, clerical and lay, about whom authors insist on writing. And even the Holy Spirit, since He breathes where He will, gives us noteworthy people who will never be raised to the altar.

In an effort to take in all these with a Catholic approach, and still place them in usable

order, we have worked out this expansion of the 922's:

- 922 Collections
- 922.1 Apostles and Evangelists
- .2 Popes
- .3 Martyrs (canonized)
- .35 Non-Canonized Martyrs, e.g. Theophane Venard
- .37 Non-Catholic Martyrs
- .4 Confessor Pontiff
- .45 Non-Canonized Conf. Pont., e.g. Bishop McQuaid
- .47 Non-Catholics, e.g. an Archbishop of Canterbury
- .5 Confessor Non-Pontiff
- .55 Non-Canonized Conf. Non-Pont., e.g. Father Matthew, Matt Talbot
- .57 Non-Catholics, e.g. minister, rabbi.
- .6 Virgin Martyr
- .65 Non-Canonized Virgin Martyr
- .67 Non-Catholics
- .7 Virgin Non-Martyr
- .75 Non-Canonized, e.g. Foundress of religious congregation
- .77 Non-Catholic
- .8 Nec Virgo, Nec Martyr (wives, mothers, widows, etc.)
- .85 Non-Canonized, e.g. Mother of the Little Flower
- .87 Non-Catholic
- .9 Other.

Since most of the titles in our library which will come into this Religious Biography category are saint or those treated as 'models,' we finally decided on the divisions used by the liturgy. Both in the library and the missal, these divisions may be sometimes somewhat forced. Never-

(Continued on page 89)

# Sputnikitis

BY MARGARET R. MOORE

Assistant Librarian  
Xavier University  
Cincinnati, Ohio

**Mrs. Moore has co-authored with her husband, John Travers Moore, "Sing-along Sary," Harcourt, Brace; "Big Saints," Grail; "Little Saints," Grail; and a forthcoming book "The Three Tripps," Bobbs-Merrill. Mr. Moore is author of "Modern Crusaders (Vision Books), Farrar, Straus and Cudahy.**

Since the sputnik shock, many librarians are being met with sputnikitis in the form of a rather top-heavy demand for science material. Hastening to fill that need, they increase their purchases of science items. Consequently, in this marked inroad of science into educational and library service, a small warning may well be lost in a cacophony of boosters for scientific advancement to the exclusion of other important media. But if Johnny can't read, so to speak, his science primers are not going to be of particular benefit. Should he later enter industry as an engineer or physicist without the backing of a solid liberal education, he may be hard pressed to prepare a manual for the frankenstein monster he creates. In a timely survey, the engineer alumni of a large university were asked what they considered most important in the liberal education of the engineer. First was listed the ability to express oneself effectively in writing. (And there is a present dearth of capable technical editors and writers.) This difficulty may not stem alone from ignorance of the technique of writing, but the neglected opportunity of developing a confident, flowing style of expression and thought—concise and dynamic or graceful and extended—often nurtured by familiarity with the classics.

Here at Xavier University there are well-developed schools in branches of learning other than liberal arts, as there are in many universities, and yet every student must devote almost one-third of his work during the last two years to the study of philosophy and Christian culture—which of itself is a sort of antidote to sputnikitis. Here, too, fortunately, the book fund

may be distributed to develop a well-balanced collection, keeping pace with science publications as well as supplying the needs of all the various departments.

In addition to making available to students, graduate and under-graduate, the required, supplementary and recreational reading, the Library is cooperating in a rather unique arrangement with the Honors Course program. This course attempts to build "*security based on those things that are themselves secure—the great languages and their literatures; the nature of science; the history of human thought and action; philosophy, by which men come to understand themselves, the ways of God with humankind, their dignity as men and their obligation to others.*" The tutorial, or Don system, similar to that used at Oxford University is employed, whereby the student is given reading assignments according to his individual needs and allowed to make as much progress as he can without being slowed up by other class members. In some detail: to provide these students with sufficient material, a special collection of classical language books is pooled and housed in the Library. These books are not cataloged or processed as books in the regular collection. They are simply bookplated, the copy number penciled on the inside of the cover, which is prominently stamped "DO NOT MARK THIS BOOK." A book card of a distinguishing color is put in the book and when issued is stamped only with the date withdrawn, since there is no time limit on any of the titles. Each student pays a fee which permits him to take out whatever books he needs and keep them for as long as he needs



them. At the close of the semester, a refund is made, less a nominal fee plus coverage for any loss or damage. The collection, not yet a year old, numbers over 500 volumes, each title being represented by five to 30 copies.

The brass band was out to meet Xavier's 1958 NIT Basketball Champions—who deserve, truly, recognition for their remarkable sports victory. Yet on another front, the Xavier Latin students who took top ranking in the Intercollegiate Latin Contest, annual competition among a number of Midwest colleges (which Xavier has won eight times in the past 10 years) also spelled out a victory in the academic purpose of a university. As to classics—it is not necessary to plead the wisdom of Aristotle and Saint Thomas Aquinas or defend the charm of Virgil or Homer, though it does seem necessary to mention that this "ivy heritage" in the Atom Age, and the librarian's role in connection with it, are still important—to science as well as to general learning. The great scientists, like great artists or poets or masters in any field, are few. The competent people in the science area, as in any other, generally are those who are broad in learning not confined solely to celestial computations and who have availed themselves of the wisdom of the ages. The librarian, "liaison" between library readers and books, may help coordinate the reading values as the case demands, and it is rather imperative that one does not go overboard in stressing any field, to the exclusion of others. Having been in children's library work for an extensive period before entering into university service, the writer of this article can remember those eager faces and brown, reaching hands of the junior elements. Let them read—and let them read broadly: To take from them the joy of full childhood reading, restrained by passing fads of educators who say "animals can't talk" or "there are no fairies" or now, "science must be in the fore," is to take away a part of childhood itself. The same applies to the mature student, who is faced with similar expressions equally opinionated on an older plane. The librarian can help our youth of today keep their feet proverbially on the ground, though their eyes may be fixed on the stars. This is not romantic thesis, but fact, for we are nearer now to the stars and must provide the wisdom to explore among them.



**XAVIER UNIVERSITY LIBRARY:** The heritage of "ivy" is an antidote to sputnikitis.

## 922 An Approach . . .

(Continued from page 87)

theless, it does seem the most all-embracing.

Perhaps the further divisions, "5" for Catholics Non-Canonized and "7" for Non-Catholics, seems arbitrary. It is. However, it best answers the queries our circulation desk most often receives. With regard to the laity, actually five decimal places are open for them, "3," "5-8," with a catch-all, "9," for problem-problems.

Obviously, there is further room for expansion, and we did consider a breakdown of the Confessor Non-Pontiff status:

- .5 Conf. Non-Pont. (canonized)
- .51 — Prelates
- .52 — Priests
- .53 — Religious
- .54 — Laymen
- .55 — Non-Canonized Clergymen
- .56 — Non-Canonized Laymen
- .57 — Non-Catholic Clergymen
- .58 — Non-Catholic Laymen
- .59 — Other.

The first, larger half, is more detailed, since the biographies, again, are primarily of the saint. We decided against this breakdown in the interest of uniformity and simplicity. Division for division's sake slows down the Cataloging Dept.

How many Apostles and Evangelists will be found in 922.1? Very few. Only when the study is aimed at the sanctity of the individual, as a model, as a way of following The Way. But it does prove a point—saints, living or dead, can be a problem!

# Recent Biblical "Bests"

BY REV. JOSEPH A. GRISPINO,  
S.H., S.T.L., S.S.L.

Scripture Professor  
Marist College  
Washington, D.C.

Never before has the Bible interested the layman as within recent years. Many a parishioner now asks the priest about the sensational Dead Sea Scrolls. Even sisters, brothers and priests engaged in catechetical instruction feel the influence of the Biblical Movement in the new "Scriptural look" of catechism editions.

The felt-need of an evaluative bibliography on recent books is experienced particularly by priests in connection with parish, school, sodality, convent, Newman Club libraries and information centers. How often has a priest, asked for a course or a series of conferences on the Bible, found his seminary days' bibliography outmoded.

To help partially satiate this hunger for the word of God, besides the latest Bible translations, the compiler offers the best twenty-three Catholic biblical works in English published in the last decade including translations of older vintage.

They are mostly popularizations geared for the well informed Catholic layman. They represent the best work on a given book(s) of the Bible (according to the order of the books in the Bible), or the best on a particular biblical problem.

The fact that no commentary is offered for many books of the Bible simply shows that they have not yet been written. Hence, due to the dearth of such books many of the experts will agree to these selections. It is unfortunate that no one has made such a list available. This gap may be probably explained by the absence of a

popular Scripture periodical in America.

## Translation of the Bible

KNOX, R., Msgr. *The Holy Bible*. N.Y.: Sheed and Ward, 1956. 288 p. \$7.50.

A translation from the Latin Vulgate in the light of the Hebrew and Greek originals. Although it is superior to the Challoner-Rheims version, in the judgment of the scholars it is good English but it is not faithful enough to the original text. Hence it is inferior to the newly translated books of the Old Testament below.

MEMBERS OF THE CATHOLIC BIBLICAL ASSOCIATION OF AMERICA *Genesis to Ruth*. Patterson, N.J.: St. Anthony Guild Press, 1953. 2nd ed. 662 p.

These first eight books of the Bible are translated from the original languages (not from the Latin Vulgate). It is the best English Catholic translation to date because of its fidelity to the original texts.

..... *Job to Sirach*, Paterson, N.J.: St. Anthony Guild Press, 1955. 710 p.

Includes the seven sapiential books of Job, Psalms, Proverbs, Ecclesiastes, Canticle of Canticles, Wisdom and Sirach. Cf. the evaluation above. Editions of the whole Bible are gradually incorporating the above translations.

KLEIST, J., S. J., Lilly, J., C. M. *The New Testament*. Milwaukee: Bruce, 1954. 2nd printing. 690 p. \$5.50.

An attempted translation from the original Greek into American English as a counterpart to Knox's English. Though all of it is faithful to the original texts, the English of the Gospels is less fluent than the rest.

## Introductions to the Bible

ROBERT, A., Tricot, A. (eds.) *Guide to the Bible*. New ed., rev. and enl. English tr. prepared under the direction of Edward P. Arbez and Martin R. P. McGuire. Westminster, Md.: Newman Press, 1951-55. 2 Vols. 530 p. and 622 p.

Contains many subjects not usually found in introductory books of Scripture and each title is written by a specialist. It is a rare triumphant translation. Its rich explanatory and modernizing footnotes plus the very latest additional bibliography make it priceless.

CHARLIER, C. *The Christian Approach to the Bible*. Tr. by Hubert J. Richards and Brendan Peters. Westminster, Md.: Newman Press, 1958. 298 p. \$4.00.

Does not pretend to be as factual as the preceding work but by explaining some key problems it tries to help the reader derive as much understanding from Scripture reading as possible. It must be reread for a full appreciation. A rare book in any language.

MORIARTY, F., S.J. *Foreward to Old Testament Books*. Weston, Mass.: Weston College Press, 1954. 118 p. \$1.00.

Introduces each book with the latest opinions on its literary composition and suggests essential readings. Contains much scholarship succinctly expressed but it is more elementary than the two preceding introductions.

## Old Testament

HAURET, C. *Beginnings: Genesis and Modern Science*. Tr. and adapted from the 4th French ed. by E. P. Emmans, O.P. Dubuque: The Priory Press, 1955. 304 p. \$3.25.

A healthy modern synthesis of the doctrinal content of the first three chapters of Genesis with a final section on pedagogical hints and answers to standard objections.

VAWTER, B. *A Path Through Genesis*. N.Y.: Sheed and Ward, 1956. 306 p.

The only Catholic popular advanced commentary on Genesis in English in one book. Abreast of the times.

CHAIINE, J. *God's Heralds*. Tr. by B. McGrath, O.S.B. N.Y.: Wagner, 1955. 236 p.

Introduces each of the major and minor prophets in their historical setting though not intended as an exegetical work. Indispensable for an intelligent reading of the prophets.

MCKENZIE, J. L., S.J. *The Two-Edged Sword. An Interpretation of the Old Testament*. Milwaukee: Bruce, 1956. 317 p. \$4.50.

The only Catholic English college-level treatment of its kind by a scholar. It incorporates the latest research on historical, archaeological and literary problems. A careful reading of the Bible is presupposed.

GELIN, A. *The Key Concepts of the Old Testament*. Tr. by G. Lamb. Sheed and Ward, 1955. 94 p.

A competent explanation of the three ideas of monotheism, messianism, and retribution weaving throughout the Old Testament.

HEINISCH, P. *Christ in Prophecy*. Tr. by W. G. Heidt, O.S.B. Collegeville, Minn.: The Liturgical Press, 1956. 279 p. \$6.00

Explains the messianic passages of the Old Testament in chronological order. Although it replaces Maas' *Christ in Type and Prophecy*, it is itself somewhat dated.

DANIELOU, J., S.J. *Holy Pagans of the Old Testament*. Tr. by F. Faber. Baltimore, Md.: Helicon Press, 1958. 144 p. \$3.00.

Restores to their proper liturgical and catechetical foci the forgotten Old Testament characters of Abel, Henoah, Danel, Noah, Job, Melchisedech, Lot, and the Queen of Sheba.

JONES, A. *Unless Some Man Show Me*. N.Y.: Sheed and Ward, 1951. 162 p. \$2.50.

Clarifies some principles of interpretation, especially literary forms, and applies them to the knotty questions of Genesis and Jonah. The last four essays deftly treat the "Jewish problem."

RICCIOTTI, G. *The History of Israel*. Tr. by Clement Della Penta and Richard T. A. Murphy. Milwaukee: Bruce, 1955. 2 Vols. 430 p. and 476 p. \$15.00.

Solid but not erudite: dodges some crucial problems. Very readable due to the author's style and excellent translation.

GROLLENBERG, L., O.P. *Atlas of the Bible*. Tr. and ed. by Reid and Rowley. N.Y.: Nelson, 1956. 166 p. \$15.00.

Contains thirty-five maps in eight colors, endpapers in six colors, 408 illustrations and twenty-six pp. index. The only Catholic book in English of its kind. Presents the latest in history, archaeology (except on the walls of Jericho) and philology.

### **The New Testament**

DURAND, Hubert, Valensin-Huby, Durand.

*The Word of Salvation*. Tr. and explanation of the Gospels according to Matthew, Mark, Luke and John by John J. Heenan. Milwaukee: Bruce, 1957. 2 Vols. 936 p. and 990 p. \$12.50 (Vol. I). \$14.00 (Vol. II).

Unfortunately not brought up-to-date but though old they still have much to offer and are superior to R. Knox's *Commentary on the Gospels* and Martin-dale's *Four Gospel Commentaries*. They are a close rival to Vawter's *A Popular Explanation of the Four Gospels*.

PRAT, F., S.J. *Jesus Christ*. Tr. from the 16th

French ed. by John J. Heenan. Milwaukee:

Bruce, 1950. 2 Vols. 560 p. and 558 p.

Unobtrusively scholarly. Though dated at times, it is still perhaps the best life of Christ yet written.

BOISMARD, M., O.P. *St. John's Prologue*. Tr.

by Carisbrooke Dominicans. Westminster, Md.: Newman Press, 1957. 152 p. \$3.25.

A thorough interpretation of John 1,1-18. Its explanation of the spiral movement literary device is superb. Much fruit for thought on the Mass' last Gospel.

GROSSOUW, W. *Revelation and Redemption*.

Tr. and ed. by Martin W. Schoenberg. Westminster, Md.: Newman Press, 1955. 133 p. \$2.25.

A meaningful sketch of the theology of St. John. It is unique in presenting the evangelist's ideas from his semitic background and not in modern theological concepts as is almost always done.

RICCIOTTI, G. *The Acts of the Apostles*. Text

and Commentary, tr. by L. E. Byrne. Milwaukee: Bruce, 1958. 420 p. \$8.00

After the introductory questions there follows a verse-by-verse commentary below the boldface type text. Six maps supplement this handy reference commentary. The translation is not always felicitous but neither is it forbidding.

..... *Paul the Apostle*. Tr. by A. Zizamia. Milwaukee: Bruce, 1953. 540 p. \$7.50.

The first section of the book, "Introduction," is more ably handled than the second section, "Biography," because the former treats of the historical background: the latter treats the doctrinal analysis of the epistles. Very smooth translation.

GROSSOUW, W. *In Christ*. Tr. and ed. from the 2nd rev. ed. by Martin W. Schoenberg.

Westminster, Md.: Newman Press, 1952. 138 p. \$2.25.

A sketch of the theology of St. Paul. Each chapter presents some master Pauline concepts revealing his mentality and manner of expression.

### **Miscellaneous**

ORCHARD, B. (ed.) *A Catholic Commentary on Holy Scripture*. London: Nelson, 1953. 1296 p. \$15.00.

A Scripture library in one volume. Contains a general introduction, an introduction to the Old Testament and New Testament respectively (all solid), and a commentary on each book by a specialist. The commentator supposes that the reader has the Douay Version at hand and thus about one-third of the entire commentary is spent on correcting this version. Conservative in tone this work is of uneven value. At its appearance the experts predicted a life span of twenty years but they are now already clamoring for its revision.

STEINMUELLER and Sullivan. *Catholic Biblical Encyclopedia of Old Testament and New Testament*. N.Y.: Wagner, 1956. 1842 p.

The only popular, informative, conservative Catholic work of its kind.

MURPHY, R., O.Carm. *The Dead Sea Scrolls and the Bible*. Westminster, Md.: Newman Press, 1956. 119 p. \$1.50.

The most balanced introductory coverage of the entire question by a Catholic to date.

## **WATCH FOR**

these bibliographies, with critical annotations, in future issues of the *Catholic Library World*:

### **A Post-War Reading List for New Testament Studies**

by Rev. Francis R. Davis

### **An Annotated Bibliography of Philosophy Books . . .**

by Rev. Thomas R. Leigh, S.S.

### **Judaean-Christian Bibliography**

by Leon Paul



# The Basic Works in American Literature

BY C. CARROLL HOLLIS

Professor of English  
University of Detroit

This bibliography was prepared at the request of the *Catholic Library World* for use in liberal arts colleges. As always, the bibliographer's problem is not what he puts in but what significant works he must leave out in conforming to the limit of approximately 100 titles. To resolve this problem, I have divided my list in two, considering in Part I titles of secondary studies or reference works through which guidance, information and criticism of the primary works can be obtained. The organization of Part I is conventional, beginning with bibliographical aids and proceeding through reference tools, background reading, studies of a general nature, regional cultures, period histories, genre studies. There has been no attempt to impose a sharp division into specific classifications, for many of these books have a variety of uses.

I wish to acknowledge, of course, the assistance given me by some of the staff of the University of Detroit Library.

## Part I

*American Literature: A Journal of Literary History, Criticism, and Bibliography.* Durham, N.C., Duke U. 1929.

This quarterly is the official journal of the American Literature Section of the Modern Language Association. In addition to the major articles and book reviews, there are the indispensable aids: "Research in Progress" and "Articles on American Literature Appearing in Current Periodicals."

LEARY, L. G. *Articles on American Literature, 1900-1950.* Durham, N.C., Duke U. 1954.

This is a compilation of the section in *American Literature* and is invaluable as a reference tool for term papers and research.

*American Quarterly.* Minneapolis, U. of Minn. 1949.

This quarterly journal of the American Studies Association is primarily concerned with literature as a part of the broader area of American civilization. The annual bibliography differs from that in *American Literature* by including periodical articles of other disciplines.

*American Writers Series (AWS),* General Editor, H. H. Clark, N.Y., American Book Co. 1934.

There is no joint effort comparable to this series in providing the best brief biography and critical introduction, bibliography with annotations, and selections with notes, for major American writers. Over 20 volumes have appeared, and together they provide the best basis for a serious understanding and grasp of the writers treated.

MILLET, F. B. *Contemporary American Authors: A Critical Survey and 219 Bio-bibliographies.* N.Y., Harcourt. 1940.

The AWS above does not deal with writers of this century; of the many guides available, this useful work by Millet is the best for ready reference.

HART, J. D. *The Oxford Companion to American Literature.* 3rd. ed. N.Y., Oxford U. 1956.

This is the handiest of all single-volume aids. In addition to short biographies of every major and minor writer of any importance, it provides summaries of American novels, essays, poems and plays and gives valuable definitions of literary schools, movements and terms.

HORTON, R. W., and Edwards, H. W. *Backgrounds of American Literary Thought*. N.Y., Appleton. 1952.

Although planned as a handbook, this work is an excellent summation of new investigations and provides a very useful introduction for the serious student.

JONES, H. M. *American and French Culture: 1750-1848*. Chapel Hill, U. of N.C. 1927.

The standard work for the important influences of French culture on American civilization.

POCHMANN, H. A., and Schultz, A. R. *Bibliography of German Culture in America to 1940*. Madison, U. of Wis. 1953.

In the absence of a study comparable to that of Jones above, this admirable bibliography is so detailed and informative that it may well serve as a cultural history of this important European influence.

WILLIAMS, S. T. *The Spanish Background of American Literature*. 2 vols. New Haven, Yale. 1955.

The influence of Spanish culture in America is not as widespread as French and German, but it is very important and is brilliantly treated in this important recent study.

HUBBELL, J. B. *The South in American Literature: 1607-1900*. Durham, N.C., Duke U. 1954.

In addition to the European influences, there are the major regional differences that also shape American cultural patterns. Of those books that treat of Southern culture in its literary aspects, there is nothing that compares with this encyclopedic work.

MILLER, P. *The New England Mind from Colony to Province*. Cambridge, Harvard U. 1953.

This work combines Perry Miller's famous and authoritative studies of Puritan life in its numerous cultural manifestations and influence. An indispensable work for this phase of colonial literature.

BROOKS, Van Wyck. *Literature in New England*. N.Y., Garden City Pub. Co. 1944.

This brings into one volume the popular, *The Flowering of New England* and *New England: Indian Summer*. These works are anecdotal and not always as scholarly as one might wish, but they do provide a useful and valuable guide to New England culture.

SMITH, H. N. *Virgin Land*. Cambridge, Harvard U. 1950.

A pioneer study of the West as symbol and fact in American literature. This book uses the related tech-

niques of history, psychology and sociology to provide penetrating insight on an aspect of American life—the Western dream—always recognized but never fully explained until now.

JONES, H. M. *The Theory of American Literature*. Ithaca, Cornell U. 1948.

To find unifying principles in a culture with as many diverse manifestations as our own is an admittedly difficult task. Of many who have attempted it, Howard Mumford Jones is both scholarly and provocative.

ROURKE, C. *American Humor: A Study of the National Character*. N.Y., Harcourt. 1931.

Like the work above, Constance Rourke's famous study is not an analysis of particular literary works but an attempt to find the distinguishing characteristics of the culture of which literature is the best manifestation. Her posthumously published study, *The Roots of American Culture* (New York, 1942), continues her pioneer study if, unfortunately, somewhat inconclusively.

PARRINGTON, V. L. *Main Currents in American Thought*. 1 vol. ed. N.Y., Harcourt. 1928.

Of the many individual attempts to encompass the whole of American literature, Vernon Parrington was the most successful. With or without the alleged Jefferson bias, this famous work has been a shaping force in all recent study of American letters; a library without this work is unthinkable.

TAYLOR, W. F. *The Story of American Letters*, rev. ed. Chicago, Regnery. 1956.

The best single volume for students and for general use. Gratifyingly short, sound and readable, it is far preferable to the numerous outline guides currently popular.

SPILLER, R. E., and others. *Literary History of the United States*. rev. ed. 1 vol. Macmillan, N.Y. 1953.

Of the larger histories, this co-operative work is the most recent, comprehensive and scholarly. The third volume is the well-known bibliography by Thomas Johnson, a standard library reference of tremendous value to students and scholars.

MATHEWS, M. M., ed. *A Dictionary of Americanisms on Historical Principles*. 1 vol. U. of Chic. 1956.

Another standard reference work of special value in treatment of literary materials that make explicit and conscious use of the native idiom.

MENCKEN, H. L. *The American Language*. N.Y., Knopf. 1936. Supplement I-II, 1945-1948.

The classic book in any treatment of the growth of American-English, famous for its many examples and lively style.

STEWART, G. R. *Names on the Land*. N.Y., Random House. 1945.

George Stewart's valuable study of American place-names is the standard reference tool in this fascinating special field.

MOTT, F. L. *A History of American Magazines*. 4 vols. 1741-1905. Cambridge, Harvard. 1957.

The title is self-explanatory, but it should be emphasized that this monumental study is invaluable for any study of American life and letters.

HOFFMAN, F. J., and others. *The Little Magazine*. Princeton U. 1947.

More specialized than Mott, this important study deals with the policies and contributors of the literary magazines of the between-wars era.

MOTT, F. L. *Golden Multitudes*. N.Y., Macmillan. 1947.

This is the most comprehensive account of best-sellers, many of which were of limited literary stature although important in any diagnosis of national literary taste.

PRITCHARD, J. P. *Criticism in America*. Norman, U. of Okla. 1956.

There is no complete and satisfactory historical survey of American literary criticism, but this book comes nearest to filling the need. The chapters on the New Criticism are especially good.

FOERSTER, N. *American Criticism*. Boston, Houghton Mifflin. 1928.

This is a humanistic study and evaluation of major critics; for the figures considered, it is exceptionally thorough and judicious.

MATTHIESSEN, F. O. *American Renaissance*. N.Y., Oxford U. 1941.

This famous work is concerned with the five-year high-point of 19th-century literary history, 1850 to 1855. These are the years of Emerson, Hawthorne, Thoreau, Melville and Whitman. The treatment of these men and of the circumstances of this "flowering" have made this book a monument and model of literary scholarship.

CANBY, H. S. *Classic Americans*. N.Y., Harcourt. 1931.

theless provides sound criticism of the same figures, Less impressive than the work above, this book nevertheless excellent treatment of major figures before them: Irving, Bryant, Cooper and Poe.

KAZIN, A. *On Native Grounds*. N.Y., Harcourt. 1942.

This valuable study does for the prose writers of the contemporary period, 1890 to 1940, what Canby and Matthiessen have done for the early 19th century.

TYLER, M. C. *A History of American Literature*. Ithaca, Cornell U. 1949.

TYLER, M. C. *The Literary History of the American Revolution, 1763-1783*. 2 vols. 1897. re-issued in facsimile, N.Y., Barnes & Noble. 1941.

Although written some 60 years ago, these volumes of Moses Coit Tyler are still the best surveys of early American literature.

BEER, T. *The Mauve Decade*. N.Y., Knopf. 1926.

Of decade histories, this famous book on the 90's is a fine example of impressionistic criticism at its best.

KNIGHT, G. *The Strenuous Age in American Literature*. Chapel Hill, U. of N.C. 1954.

Another useful history of a decade, this one after 1900.

HOFFMAN, F. *The Twenties*. N.Y., Viking. 1955.

There are a number of books on this decade, most of them of the reminiscence or memoir sort, of which this scholarly and objective study is a noteworthy exception.

COWIE, A. *The Rise of the American Novel*. N.Y., American Book Co. 1948.

Whether or not the novel is the literary form best suited to the American genius, it is certainly true that only for fiction are there so many good histories. Of them, this survey of Alexander Cowie is exceptionally fine for the early novel.

QUINN, A. H. *American Fiction*. N.Y., Appleton. 1936.

More comprehensive than the above, this work has also a valuable bibliography in its last 50 pages.

VAN DOREN, C. *The American Novel: 1789-1939*. N.Y., Macmillan. 1940.

This survey is best for the chapter treatments of the major novelists.

GEISMAR, M.D. *Rebels and Ancestors: The American Novel, 1890-1915*. Boston, Houghton. 1953.

This is, chronologically, the first of the three-volume treatment of recent American fiction. Although the danger of encyclopedic inclusiveness has not been fully avoided, Maxwell Geismar has made the best compre-

hensive and discriminating study of the form. The other volumes, with their self-explanatory titles, are: *The Last of the Provincials: The American Novel, 1915-1925*. Boston, Houghton. 1947; and *Writers in Crisis: The American Novel, 1925-1940*. Boston, Houghton. 1942.

HOFFMAN, F. *The Modern Novel in America, 1900-1950*. Chic., Regnery. 1951.

Of the many brief treatments of contemporary fiction, this is the best. It is also the best of the six-volume survey of 20th century literature of which it is a part, although the other volumes on criticism, on poetry, on the short-story, on drama and on non-fiction are sufficiently useful to make the whole set desirable.

GARDINER, H. C., ed. *Fifty Years of the American Novel: A Christian Appraisal*. N.Y., Scribner. 1951.

A symposium by Catholic critics of the 16 leading novelists of this century.

ALDRIDGE, J. *After the Lost Generation*. N.Y., McGraw. 1951.

This discerning comparison and contrast of the writers of the First and the Second World Wars seems to be the soundest treatment of current fiction.

PATTEE, F. L. *The Development of the American Short Story*. N.Y., Harper. 1923.

Although this fine historical survey appeared before the recent advances which have elevated the short story to its present role as a major art, it is the only thorough study of the growth of the form in America.

BLAIR, W. *Native American Humor (1800-1900)*. N.W., American Book Co. 1937.

Although this is essentially an anthology, it provides sound criticism, fine selections and an extensive bibliography of our most characteristic native attitudes. The selections themselves are difficult to obtain elsewhere, and their cultural importance is becoming increasingly apparent.

QUINN, A. H. *A History of American Drama, from the Beginning to the Civil War*. 2nd ed. N.Y., Appleton. 1943.

This history, with its continuation in the two-volume *A History of the American Drama from the Civil War to the Present Day* (2nd ed. N.Y., Appleton. 1927), is by far the best and most orderly treatment of theatrical art in this country, with all of its manifold and baffling complexities.

KRUTCH, J. W. *The American Drama Since 1918*. rev. ed., N.Y., Braziller. 1957.

This book is honestly sub-titled, "An Informal History," as indeed any study of contemporary theater

must inevitably be. Fortunately, what is lacking in objectivity and aesthetic distance is balanced by shrewd insight and genuine good taste.

ALLEN, G. W. *American Prosody*. N.Y., American Book Co. 1935.

In the absence of any comprehensive history of American poetry, this detailed analysis of the works of major poets to show their technical accomplishments is a valuable and much used reference aid.

GREGORY, H., and Zaturenska, M. *A History of American Poetry, 1900-1940*. N.Y., Harcourt. 1946.

In a different sense than above, this chronological survey by two poets of their contemporaries will serve until a more objective and scholarly treatment appears.

## Part II

In this section I have listed alphabetically the 25 writers I consider most significant and have included for each either the standard edition of his collected works or the most significant titles. Where there is an outstanding biography or critical study, I have entered the title as an aid to librarians and students. In this connection, special mention should be made of the fine series of critical biographies currently being published in the American Men of Letters series. As these volumes from the William Sloane Associates appear, the conviction grows that together they will form the outstanding co-operative effort of our generation in the reassessment of our major writers.

In this listing below, writers whose major works are of this century are excluded. Until final determination of their literary permanence is established, any selection from so many writers would be subjective and arbitrary. For the books below, and to some extent in the preceding list, later editions than those given may be more easily obtainable. If so, the substitution should be made, for, of all Western writing, American literature is least endangered by textual inadequacies.

**Henry Adams (1838-1918)**

*Mont-Saint-Michel and Chartres*. Boston, Houghton. 1936; N.Y., Heritage. 1957.

*The Education of Henry Adams*. Boston, Houghton. 1935.

*The Degradation of the Democratic Dogma*. N.Y., P. Smith. 1949.



**Orestes Brownson (1803-1876)**

*The Works of Orestes A. Brownson*; ed. by Henry F. Brownson. 20 vols. Detroit, T. Nourse. 1882-1907.

MAYNARD, Theodore. *Orestes Brownson: Yankee, Radical, Catholic*. N.Y., Macmillan. 1943.

**William Cullen Bryant (1794-1878)**

*The Poetical Works of William Cullen Bryant*; ed. by Parke Godwin. 2 vols. N.Y., Appleton. 1883.

*Prose Writings of William Cullen Bryant*; ed. by Parke Godwin. 2 vols. N.Y., Appleton. 1884.

The best selected text is Tremaine McDowell's AWS volume, and his introduction remains the best brief treatment. (American Book Co., 1935.)

**Samuel L. Clemens (Mark Twain) (1835-1910)**

*The Writings of Mark Twain*; ed. by A. P. Paine. 37 vols. N.Y. 1922-25.

This is the standard edition, although the National, the Autograph and the Underwood Editions are also excellent.

FERGUSON, John DeLancey. *Mark Twain: Man and Legend*. Indianapolis, Bobbs Merrill. 1943.

**James Fenimore Cooper (1789-1851)**

*The Works of James Fenimore Cooper*. 32 vols. N.Y. Paged.

The most easily obtainable edition, but many others are available, of which the household Edition is the most useful.

SPILLER, Robert. *Fenimore Cooper: Critic of his Time*. N.Y., Minton, Balch. 1931.

**Stephen Crane (1871-1900)**

*The Work of Stephen Crane*; ed. by Wilson Follett. 12 vols. N.Y., Knopf. 1925-26.

BERRYMAN, John. *Stephen Crane*. N.Y., Sloane. 1950.

**Emily Dickinson (1830-1886)**

*The Poems of Emily Dickinson*; ed. by Thomas Johnson. 3 vols. Cambridge, Harvard. 1955.

This is the definitive edition and, because of the peculiar circumstances of the previous posthumous publication of the poet's work, the only recommended one.

CHASE, Richard. *Emily Dickinson*. N.Y., Sloane. 1951.

**Ralph Waldo Emerson (1803-1882)**

*The Complete Works of Ralph Waldo Emerson*; ed. by E. W. Emerson. 12 vols. Boston, Houghton. 1903-21.

This is the Centenary Edition and the best.

*The Journals of Ralph Waldo Emerson*. 10 vols. Boston, Houghton. 1909-14.

Issued in a format similar to the Centenary Edition. After the *Works*, the indispensable item.

*The Letters of Ralph Waldo Emerson*; ed. by R. L. Rusk. 6 vols. N.Y., Columbia U., 1939.

RUSK, Ralph L. *The Life of Ralph Waldo Emerson*. N.Y., Scribner's. 1949.

**Benjamin Franklin (1706-1790)**

*The Writings of Benjamin Franklin*; ed. by A. H. Smyth. 10 vols. N.Y., Macmillan. 1907. (the standard edition).

The best brief treatment and selections is the AWS volume (1936), edited by F. L. Mott and Chester Jorgenson.

VAN DOREN, Carl. *Benjamin Franklin*. N.Y., Viking. 1956.

**Philip Freneau (1752-1832)**

*Poems of Philip Freneau, Poet of the American Revolution*; ed. by F. L. Pattee. 3 vols. Princeton U. 1902-07.

This is the standard edition, now somewhat difficult to obtain, in which case the *Poems of Freneau* (ed. by H. H. Clark, N.Y., Harcourt. 1929) is excellent.

LEARY, Lewis. *That Rascal Freneau: A Study in Literary Failure*. New Brunswick, N.J., Rutgers U. 1941.

**Nathaniel Hawthorne (1804-1864)**

*The Complete Works of Nathaniel Hawthorne*; ed. by G. P. Lathrou. 12 vols. Boston, Houghton. 1883.

This is the well-known Riverside Edition, although the Autograph Edition (of 1900) is equally valuable.

STEWART, Randall. *Nathaniel Hawthorne: A Biography*. New Haven, Yale U. 1948.

**Oliver Wendell Holmes (1809-1894)**

*The Works of Oliver Wendell Holmes*. 13 vols. Boston, Houghton. 1891-95.

There is much of ephemeral nature in these vol-

umes, and for student-use a preferable volume of fine selections and comment is the AWS volume (1939) of S. I. Hayakawa and H. M. Jones.

HOWE, M. A. DeW. *Holmes of the Breakfast Table*. N.Y., Oxford U. 1939.

**William Dean Howells (1837-1920)**

There is no collection of Howells' work, for much of his writing was occasional and now unimportant. Nevertheless, such novels as *The Rise of Silas Lapham*, *A Modern Instance* and *A Hazard of New Fortunes* are important in the rise of realism at the end of the century. Of his critical work, the defense of realism in *Criticism and Fiction* is of literary significance.

**Washington Irving (1783-1859)**

*The Work of Washington Irving*. 12 vols. N.Y. 1881.

The standard text, although the Knickerbocker and the Hudson Editions are equally valuable.

The volume in AWS (1934) by Henry Pochmann is the best of many books of selections.

WILLIAMS, Stanley T. *The Life of Washington Irving*. 2 vols. N.Y., Oxford U. 1935. The definitive life and excellent interpretation.

**Henry James (1843-1916)**

*The Novels and Tales of Henry James*. 26 vols. N.Y., Scribner's. 1907-17.

*The Art of the Novel: Critical Prefaces*; ed. by R. B. Blackmur. N.Y., 1934.

EDGAR, Pelham. *Henry James: Man and Author*. Boston, Houghton. 1927.

**Sidney Lanier (1842-1881)**

*The Centennial Edition of Sidney Lanier*; ed. by C. R. Anderson. 10 vols. Baltimore, Johns Hopkins U. 1945.

STARKE, Aubrey. *Sidney Lanier: A Biographical and Critical Study*. Chapel Hill, U. of N.C. 1933.

**Henry Wadsworth Longfellow (1807-1882)**

*The Works of Henry Wadsworth Longfellow*; ed. by Samuel Longfellow. 14 vols. Boston. 1886-91.

This is the standard Library Edition, but the Riverside and Craigie Editions are just as serviceable.

THOMPSON, Lawrance. *Young Longfellow, 1807-1843*. N.Y., Macmillan. 1938.

WAGENKNECHT, Edward. *Longfellow: A Full-Length Portrait*. N.Y., Longmanns. 1955.

**James Russell Lowell (1819-1891)**

*The Complete Writings of James Russell Lowell*; ed. by C. E. Norton. 16 vols. Boston, Houghton. 1904.

The Elmwood Edition and the standard one; but the Riverside Edition is practically identical.

*Letters of James Russell Lowell*; ed. by C. E. Norton. 3 vols. Boston. 1904.

**Herman Melville (1819-1891)**

*Collected Poems*; ed. by Howard P. Vincent. Chic., Hendricks. 1947.

This is the first of a projected 14-volume edition, *Complete Works of Herman Melville*, put out by Hendricks House, now of New York. Seven of the volumes have now appeared, and subsequent volumes should be obtained as they are published.

ARVIN, Newton. *Herman Melville*. N.Y., Sloane. 1950.

**Frank Norris (1870-1902)**

*The Complete Edition of Frank Norris*. 10 vols. Garden City, Doubleday. 1928.

There is some inconsequential work in this collection; if advisable, the three important novels, *McTeague*, *The Octopus*, *The Pit*, may be obtained separately in any of numerous editions.

MARCHARD, Ernest. *Frank Norris: A Study*. Stanford, Calif. 1942.

**Francis Parkman (1823-1893)**

*The Works of Francis Parkman*. 12 vols. Boston, Little. 1922.

This is the Centary Edition, but any of the numerous editions since Parkman's death are about of equal value.

*The Journals of Francis Parkman*; ed. by Mason Wade. 2 vols. N.Y., Harper. 1947.

A necessary work in the re-examination of Parkman, that has made him the most significant of the literary historians.

WADE, Mason. *Francis Parkman; Heroic Historian*. N.Y., Viking. 1942.

**Edgar Allan Poe (1809-1849)**

*The Complete Works of Edgar Allan Poe*; ed. by J. A. Harrison. 17 vols. N.Y. 1902.

This is the Virginia Edition, the only near complete one, but now out of print. I understand that a new edition of the works, edited by Prof. T. O. Mabbitt, has just been accepted for publication.

GUINN, Arthur H. *Edgar Allan Poe: A Critical Biography*. N.Y., Appleton. 1941.

There are many fine studies of special aspects of Poe's life and art, but this is the most reliable general study.

(Continued on page 104)

## Slogan "Explore with Books" Suggests Thoughts of Reading, Writing, and Resources

BY SISTER EDWARD, C.S.L.

Saint Mary College  
Xavier, Kansas

"EXPLORE WITH BOOKS" IS THE INVITATION given this year during Children's Book Week to junior readers. Mature readers realize that reading and thinking cannot be limited to one week a year. Our CLA-er's have some views about books and reading worth sharing, and we'd like to share them with you this month. Ideas founded on Truth grow richer, like wine, with age.

Father Bouwhuis, as everyone knows, enriches his audiences with quotable quotes. Here's one heard at the spring meeting of the PHILADELPHIA AREA Unit meeting at St. Leonard's Academy, April 26. "Scholars' ink and martyrs' blood are required for the life of the Church; martyrs are of no consequence unless they die for an idea." Here's another: "The contribution of parish and elementary libraries is fundamental, because they influence the home, and the home is the nursery of scholars. Youth must be taught to think, to be resourceful, to take the initiative. If not, the librarian has failed in his or her duty."

### Home and nourishment . . .

"Reading habits . . . are initiated and nourished in the home," declared Mrs. Joseph Moosbrugger as she ventured "a parent's look into a high school library" at the annual spring meeting of the BROOKLYN-LONG ISLAND Unit, St. Benedict Labre School, Richmond Hill.

Just as a balanced menu insures strong bodies, so a solid reading menu must be planned for the nourishment of the mind. Anne Freemantle, author and lecturer, suggested to the 850 guests at the eleventh annual Authors' Luncheon of

the PHILADELPHIA AREA Unit, CBW, 1958, that religion, philosophy, politics, and history be considered as the protein of a reading diet, and that a three-month's reading menu should include at least one of these. Poetry might be considered "the flavoring of the feast."

"We become what we read," stated Monsignor John Kennedy, Editor, *Catholic Transcript*, stressing good books in the home at the same luncheon. "If we read only trash, we become trash; if we read only mush, we become mush, even though there may be an impressive facade. Parents could make readers of their children by getting them off the sweet stuff and getting them on the bread of books."

### Good fare for youth . . .

In his excellent March issue of the *ABC Bulletin* of the ELEMENTARY SCHOOL SECTION, Editor Brother Matthew, C.F.X., Leonard Hall School, Leonardtown, Maryland, included an inspiring discussion of "Reading and Librarians," by Sister M. Damian, S.S.N.D., Principal, Visitation of the Blessed Virgin Mary School, Elm Grove, Wisconsin. The reading program at Sister's school is unique in that pupils of grades four through eight change rooms so that all of the same reading level are in the same room regardless of their grade in school. Children do not advance higher than their grade level, but are given advantage of an enrichment program.

Maximum use is made of classroom collections, accessibility being an advantage over a central school library. There are about 900 books in all, with a set of *World Book Encyclopedia*

in each participating room and appropriate reference books.

Brother Matthew reports the intensely increased interest in the life of Father Damian through the reading of passages at an all-school assembly. Of special interest to the lads of this Junior Naval School for Boys was the section relating the great honor paid to his memory by the U.S. Navy, acting on the command of Theodore Roosevelt to sail by Molokai and render the twenty-one gun salute. (NEW ENGLAND Unit)

To supplement retreat reading in local collections, suitable books were exchanged among three Chicago and Evanston boys' high schools. (ILLINOIS Unit). "Results were most satisfactory and definitely proved superior to the exclusive use of pamphlets during retreat," reports the winter HIGH SCHOOL LIBRARIES SECTION Newsletter, edited by Sister M. Agnes, S.C.

#### Youth write reviews . . .

With Father Stephen A. Meder, S.J., of St. Ignatius High School, Cleveland, as editor, volunteer high school reviewers appraise teenage books for the *Book Review Bulletin* of the Cleveland Diocese. Publishers present books for reviews; book budgets are kept in mind when recommendations are made to diocesan schools. (NORTHERN OHIO Unit)

Father Fidelis Dunlap, O.S.B., and Richard Hurley have been appointed to the Advisory Committee of the Teen Age Book Club. In the future they will be responsible for the Catholic point of view of "TAB."

#### Understanding people . . .

Discussing the problem of determining what the objective, moral standards for the modern novel should be, Monsignor John Byrnes, President of St. Thomas Seminary, guest speaker at the winter meeting of the CONNECTICUT Unit, at Mt. St. Joseph Academy, deplored the fact that so many novelists fail to understand human nature and seem incapable of making a distinction between good and evil.

Monsignor delivered the Catholic Cultural Arts Lecture at the College of Our Lady of the Elms, Chicopee, Massachusetts, February 18.

That bibliotherapy is a field full of shadows and problems which will eventually have to be

solved by the combined efforts of psychologists, sociologists, educators and librarians, is the belief of Miss Genevieve Casey, Chief of the Extension Department of the Detroit Public Library and Head of the ALA Committee on Bibliotherapy, who addressed approximately 300 at the general session of the MICHIGAN Unit meeting, St. Michael School, Flint, April 26.

Book reviews by Miss Casey appear in the *Critic*.

#### "Bibliotherapy" applied . . .

An English teacher's paradise! In the ABC *Bulletin* Father McNeill reports that he knows of a high school where the school library runs all the tests for English teachers—that's some 830 tests for individual students by sections. That students like to read is proved by the circulation of more than a thousand books a month. The best readers? The freshmen! (NEW ENGLAND Unit, I believe.)

Marie Smith, editor of the PHILADELPHIA AREA Unit Newsletter records that Sister Hortense reports that in California, where she is a librarian, every teacher must have a course in children's literature and must read ten books on each grade level.

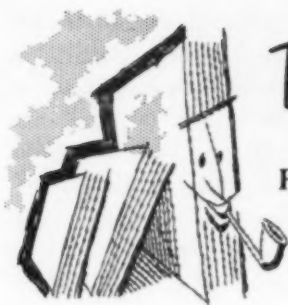
#### Explore with books . . .

Recalling Leonardo da Vinci's warning that "Science without religion is like a ship without a rudder," Dr. O. A. Battista stressed, at the Philadelphia Author Luncheon, knowledge of God's world above, around, below, within one as a matter of profound religious and theological concern. One can know God better and appreciate His unique role in the infinitely wonderful world of His creations, through science guided by true philosophical and theological reasoning.

Dr. Battista, Head of the Analytical Group Research and Development Division of the American Viscose Corporation, was awarded the Mary Award in Chicago, May 19, for his "outstanding contribution in bringing the true spirit of Christianity into his work as scientist, author, and journalist." Besides his popular *God's World and You*, Dr. Battista has authored many highly scientific articles and a syndicated column in the *Philadelphia Inquirer* and fifty other newspapers.

(Continued on page 104)





## Book Talk FOR PROFESSIONAL PEOPLE

BY  
SISTER M. CLAUDIA, I.H.M.

Marygrove College Library  
Detroit, Michigan

### The New Dewey

The long-awaited 16th edition of the *Dewey Decimal Classification* is now available in two volumes—volume 1, Tables; volume 2, Index—at \$30.00 postpaid (The H. W. Wilson Co.). In preparation for four years at the Library of Congress with the help of many other professional librarians, this new edition marks “a return to the basic principles which governed Editions 1 through 14,” but retains generally approved features of Edition 15. The publisher has also arranged for a free *D.C. Additions, Notes And Decisions* to be sent quarterly to purchasers who request it in order to keep the Classification Schedule constantly up to date.

### Fact Finders

*How and Where to Look It Up* (McGraw Hill, \$15.00) will be a welcome addition for any school library as well as for the larger ones. Compiled by Robert W. Murphey in consultation with Mabel S. Johnson of the Fact Research Service, Inc., the book carries an endorsement by Louis Shores, Dean of the Library School at Florida State University and recognized authority on reference books. A key to locating information about persons, places, and things, this useful volume also includes a timely section on reference method which every librarian could read with profit. There are omissions, as the compiler himself fully realizes, e.g. the *Enciclopedia Cattolica* is not included although other foreign encyclopedias are, and there is only

an incidental reference to a list of papal encyclicals, but on the whole this will be a useful addition to the reference collection. A better type of paper would have made the book an easier one to use physically, but the cross referencing and the general arrangement of material facilitates approach to almost any topic.

A good companion volume to the above is *The Rapid Fact Finder*, compiled by Hugh Weideman (Thomas Y. Crowell, \$4.95). Aptly sub-titled “A Desk Book of Universal Knowledge” it provides many facts that are difficult to assemble from other books, e.g., the largest cathedrals, the Nobel Prize winners, academic colors, Academy awards and specially named editions of the Bible. The book is divided into more than one hundred categories arranged alphabetically with good cross references to related topics. The compact information under popes, for example, is surprisingly complete although the spelling of some of the Latin documents is unfortunate. Although an average sized volume, one can well accept the publisher’s statement that the book contains more than 100,000 points of information.

### Dictionaries

The 1958 edition of the *Thorndike Barnhart Comprehensive Dictionary*, edited by Clarence L. Barnhart (Doubleday, \$2.95; thumb-indexed, \$3.50) retains the same small type and rather crowded page of the earlier editions, but is still a very good buy for those who want a sturdy inexpensive dictionary with helpful, though brief, sections on grammar and punctuation.

*A Short Dictionary of Catholicism*, edited by Charles Henry Bowden (Philosophical Library, \$2.75) has been published in this country by arrangement with the Catholic Truth Society of England.

The *Boxing Reference Dictionary* (Philosophical Library, \$2.75) is a highly specialized but very compact volume which includes many ordinary terms as well as specialized ones.

### Travel Aid

*New Horizons World Guide* (Simon & Schuster, \$1.00) is the new 1958-1959 edition of Pan American’s guide to travel anywhere outside the United States. This inexpensive com-

pilation of travel facts and information about 89 countries has the distinction of being included in the State Department's travel kit for overseas personnel.

Orton's *Catalog of Reprints in Series* (The H. W. Wilson Company, \$5.00) is now in its eighteenth edition. It is difficult to imagine what libraries did about these titles twenty years ago. The 1958 edition contains no listings of distributors or prices of series available in England, and for those in Canada it gives only the names and addresses of Canadian distributors under the publishers listing with series price ranges. This is a departure from previous practice. The first fifty Image Books are included in this volume.

### Art

The *American Art Directory* (\$20.00; \$17.50 to members), now published every three years, has long been an indispensable reference work for libraries needing this type of information. Published for the American Federation of Arts by the R. R. Bowker Company, pioneers in directory compilation, this 1958 edition adds a new section on "Major Museums and Art Schools Abroad."

A *Dictionary of European Art*, by Emerich Schaffran (Philosophical Library, \$4.75) is a good handbook for the study of the artistic landmarks of Western culture. Translated from the German by Kenneth Northcott, the Dictionary proper is preceded by an "Introduction to the History of European Art." The volume is unfortunately difficult to handle because of the heavy unscored pages which refuse to lie flat.

New American Library of World Literature, Inc., and Harry N. Abrams, noted art publisher, are collaborating on the publication of a five-volume series of highly illustrated art volumes to be called *The Mentor History of World Art*. Authorities in the field will write the individual volumes.

### Bibliography

Paolo Brezzi's *The Papacy, Its Origins and Historical Evolution* (Newman Press, \$3.50) contains an excellent annotated bibliography of basic sources and documentary collections. The

author is professor of Church history at the University of Naples and history consultant for the Sacred Congregation of Rites. The translation by Henry J. Yannone is based on the Italian edition published at Rome by Editrice Studium.

In 1954, under the auspices of the International Institute of Philosophy and the United Nations, the *International Bibliography of Philosophy* was founded with headquarters in Paris, France. The *Bibliography* has on its staff distinguished philosophers from all the world representing all points of view. The subscription for the quarterly is \$4.00 a year. The United States Editorial Center (Trinity College, Hartford 6, Conn.) handles all subscriptions in this country.

The *London Month* for September, 1958, carries a good review of the new Italian *Enciclopedia Filosofica* (Florence: Casa Editrice, G. C. Sansoni, 4 v.). This encyclopedia, which originated at Gallarate a center famous for its philosophical studies, has been edited by Carlo Graccon, S.J., assisted by other well-known specialists.

### Psychology

A *Comprehensive Dictionary of Psychological and Psychoanalytical Terms*, by Horace B. and Ava C. English (Longmans, \$10.75; text ed., \$8.00) aims to include "all terms frequently used in a special or technical sense by psychologists." Those who have used *A Student's Dictionary of Psychological Terms* (4th ed., Harper, 1934) will need no recommendation for this greatly expanded treatment of terms in an ever-growing field.

The largest compendium of psychiatric personnel data is now available from the R. R. Bowker Company at \$25.00 net. This *Biographical Directory of Fellows and Members of the American Psychiatric Association* will be helpful in identifying local psychiatrists through the geographical index or estimating their specialties by means of the sketches in the alphabetical section. Henry Davidson, chairman of the Committee on the Directory, strikes a familiar note in his preface when he states that "there were members who failed to return their questionnaires" but who expected the committee "by extrasensory perception to get the data anyway and include their biographies." It is reassuring

also to read in the Preface that, contrary to the practice of most directories today, this book "will be useful for a long time to come." Coverage is through October 1, 1957.

*Juvenile Delinquency*, edited by Joseph S. Roucek (Philosophical Library, \$10.00) includes an article on "Mass Media and Juvenile Delinquency," by David J. Pittman of the University of Rochester.

### Careers

The American Council on Education's Committee on College Teaching has just released a 28-page brochure on *College Teaching as a Career*. The figure on Library Science teachers will be of interest to members of the profession.

### Science

Demand for "space" information has brought forth a wide variety of titles in this field. Demand has also necessitated the reprinting of some of the more useful books. Among these is *The Space Encyclopaedia* (Dutton, \$6.95). The first of its kind in this field, the book combines details of upper atmosphere research with general articles on all phases of astronomy. Although primarily an English publication, two Americans are on the board of contributors. Its simple but clear descriptions and diagrams make this book a good purchase for school as well as for public libraries.

*The Encyclopedia of Radio and Television* (Philosophical Library, \$12.00) is a second edition of an English work which first appeared in 1950. The revisions in this new edition, however, consist solely in the elimination of some obsolete material in the main text and in the addition of new material in a brief Appendix at the end. The book covers all aspects of modern radio technology and is well illustrated and well bound.

### Parliament

Anyone who has tried to solve the intricate problems involved in the history of the Hansard Parliamentary Debates will welcome the *Encyclopaedia of Parliament*, by Norman Wilding and Philip Laundry (Frederick A. Praeger,

\$12.50). The authors, both parliamentary librarians, give every evidence of an awareness of the reference problems attendant on any work in this field. Based on practical experience the book adds a series of helpful Appendices at the end of the volume as well as an extensive bibliography which, unfortunately, omits the names of all publishers.

### Games and Crafts

*The Treasury of Games and Puzzles* by Carlton Wallace (Philosophical Library, \$6.00) should be a popular item with its emphasis on puzzles with words, coins, numbers, and matches. Brain twisters, indoor party games, and party magic will provide plenty of winter fun for old and young alike.

In this do-it-yourself age manuals of all types are popular. Philosophical Library (New York) has added another title in this category to its long list of reference books. *The Craftsman's Manual* compiled by F. J. and Rosemary Brinley Christopher (2 v., \$20.00) is an encyclopedia of home decoration and repairs with many helpful hints for the amateur. One volume of the set deals with the structure of the house and its maintenance, while the other covers the contents of the home. The second volume includes a section on "Hints and Ideas" which should be useful even in libraries. The section on "Legal Problems and House Purchase" has been written from the English point of view since the volumes were produced in England. The illustrations and plate throughout the set are clear, but the index, which is divided by volume, would have been more helpful in one alphabet.

### Literature

The one hundredth issue in the "Writers and Their Work Series" (London: Longmans, Green, 2s 6d each) is on the *War Poets, 1914-1918*. Edmund Blunden, who did the issues on *Keats* (no. 6) and *Lamb* (no. 56) is the author of this fine piece of creative criticism which covers such young poets of that period as Rupert Brooke, Siegfried Sassoon, Charles Sorley, and Wilfred Owens; names, says Mr. Blunden, which are "reminders of the many who, on the English

side, upheld the honor and the necessity of poetry when hard times threatened to annihilate it." Mr. Blunden was himself the subject of a booklet in this series written by Alec M. Hardie (no. 94).

The April-July, 1958 issue of *Twentieth Century Literature* includes "An Annotated Checklist of the Works of W. H. Auden," by Edward Callan (p. 30-50).

A new collection of the poems of Robert Frost will be published by Henry Holt early in 1959. The Library of Congress has appointed this four-time winner of the Pulitzer Prize as "Consultant in Poetry in English" for 1958-1959.

### Free and Inexpensive

*Michigan in Books* is a new quarterly published by the Michigan State Library (Lansing, Mich.) and available on request. The first issue, released this summer, includes a selected bibliography on the "Great Bridge at Mackinac."

Keep America Beautiful, Inc., a national public service organization for the prevention of litter (99 Park Ave., New York 16), has a fact sheet, articles, and glossy prints available without charge. Address requests to: Margaret M. Doherty, Editor, Keep America Beautiful News Service.

By special arrangement with the Chamber of Commerce of the United States, the Apple Tree Press (2322 Mallery St., Flint 4, Mich.) will publish the annual *Special Days, Weeks and Months* in combination with its own *Chases' Calendar of Annual Events*. Copies will be \$1.00 each with special prices available for bulk orders.

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## JOB OPPORTUNITY

Immediate openings for three graduate librarians having experience with the literature of philosophy and theology, for cataloging and reference positions. Opportunities for work toward advanced degrees in subject fields.

Director, Catholic University Library,  
Washington 17, D.C.

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## Basic Works . . .

(Continued from page 98)

### Henry David Thoreau (1817-1862)

*The Writings of Henry David Thoreau*. 20 vols. Boston, Houghton. 1906.

This is the standard Walden Edition, of which more than half the number of volumes are the *Journals*, ed. by Bradford Torrey.

CANBY, Henry S. *Thoreau*. Boston, Houghton. 1939.

Of the many biographical studies, this is the best balanced and most informative.

### Walt Whitman (1819-1892)

*The Complete Writings of Walt Whitman*. 10 vols. N.Y., Putnam's. 1902.

This Camden Edition is the only complete one but difficult to obtain. The best single volume is *Leaves of Grass* (Inclusive Edition. Garden City, Doubleday. 1929. ed. by Emory Holloway).

ALLEN, Gay Wilson. *The Solitary Singer*. N.Y., Macmillan. 1955.

This biography supersedes all previous studies. Extremely useful as a guide to Whitman is Allen's *Walt Whitman Handbook* (Chicago. 1946).

### John Greenleaf Whittier (1870-1892)

*The Writings of John Greenleaf Whittier*: ed. by H. E. Scudder. 7 vols. Boston. 1894.

PICKARD, Samuel T. *Life and Letters of John Greenleaf Whittier*. 2 vols. Boston, Houghton. 1894 (rev. ed. 1907).

Still the most useful biography, although somewhat exaggerated in its praise.

## CLA News and Views . . .

(Continued from page 100)

### Widening horizons . . .

Author of *King Herla's Quest* and *Riddle of the Black Knight*, Thomas B. Leekley, guest speaker at the Elementary School Libraries Section of the PHILADELPHIA AREA Unit's spring meeting, contends that too many Catholic writers are writing for "Catholics and Catholics again." Catholic writers, librarians, and educators have an important role in supplying Christian leadership in America.

Returning to an earlier thought and completing this collection of ideas, we agree with Mrs. Rachel de Angelo, Co-ordinator of the Library Program at Queens College, Flushing, New York, that essential to building good reading habits is the formation of a bridge between the school library and the public library.

Next month there'll be more "news" of CLA personalities and fall meetings.



## CORRECT YOUR DIRECTORY

MARGARET MARY HENRICH has joined the staff of St. Leo's College, St. Leo, Fla., as assistant-librarian. During the coming school year she will work with Father Fidelis Dunlap in organizing a college library collection as St. Leo's Preparatory School and Seminary expands to include a college.

Miss Henrich received her BA degree from Trinity College in Washington and her degree of bachelor of science in library science at the Drexel Institute of Technology, Philadelphia, Pa. Her experience includes a position as assistant librarian at Villanova University and librarian at the Institute of Local and State Government at the University of Pennsylvania.

A former chairman of the CLA's Philadelphia Area Unit, Miss Henrich hopes to assist Father Fidelis in his present task of forming a Florida Unit of CLA.

The director of libraries at Saint Louis University, JAMES V. JONES, has been elected vice-president of the Missouri Library Association, 1958-1959, and president-elect, 1959-1960.

Prior to his election Jones had served as chairman of the Association's college and university division and is presently the elected representative to the council of the American Library Association.

DR. LOWELL A. MARTIN, dean of the Rutgers University Graduate School of Library Service, has been named vice-president and editorial director of the Grolier Society, Inc., effective March 1, 1959. Dr. Martin is a former associate dean of the Columbia University School of Library Science and prior to that was a member of the faculty at the Graduate School at the University of Chicago.

Advertising and business manager of the ALA's *Bulletin*, A. L. REMLEY will become Executive Assistant to Thomas J. McLaughlin, Director, Combined Book Exhibit, beginning January 1, 1959.

DR. RALPH SHAW has been named successor to Dr. Lowell A. Martin as dean of the Rutgers University Graduate School of Library Service. A member of the school's faculty since 1954, Dr. Shaw is former chief librarian of the U.S. Department of Agriculture. He is a re-

cipient of the Melvil Dewey Medal for distinguished library service.

MONSIGNOR JOSEPH B. TOOMEY, president-elect of the Catholic Hospital Association of the U.S. and Canada, director of hospitals, Syracuse, N.Y. Diocese, and pastor of St. John the Evangelist Church in Syracuse died November 10 in Syracuse of a heart attack, as he was preparing to offer Mass in the Church.

Monsignor Toomey was named president-elect of the Catholic Hospital Association last July and would have become president next year. Headquarters for the Association are located in St. Louis, Mo., at 1438 S. Grand Blvd.

He was a graduate of Fordham University graduate school of social work and Notre Dame University, school of theology. He was director of Catholic Charities in New York; a member of the New York State Catholic Welfare Commission and member of the board of trustees of the National Health and Welfare Retirement Association.

### ■ THE FAITHFUL AT MASS

By William S. Abell—A primary book by a layman explaining the Liturgy and the role of the faithful in the communal Sacrifice of the Mass. "... has the great advantage of being within the ordinary reader's range and of not overawing him or scaring him off. One would like to see it widely distributed and used, for it can open the liturgical life of the Church to great numbers."—*Rt. Rev. Msgr. John S. Kennedy, Our Sunday Visitor.*

Flexible Red Leatherette, \$2.75

### ■ The Dead Sea Scrolls and Primitive Christianity

By Jean Danielou, S.J.—This famed scholar examines the problems of the origins of Christianity in the light of the recently unearthed scrolls of Qumran. The book is written for the non-professional, posing the problem clearly and directly, giving a rich and well-founded account of the beginning of the Church.

Illustrated November \$3.00

### ■ Gospel Meditations

By Dr. Alfred O'Rahilly. With a Foreword by Rev. M. C. D'Arcy, S.J.—"So thorough is the study of the text that the reader is reminded at times of Daniel-Rops or P. Lagrange or Romano Guardini."—*From The Foreword.*

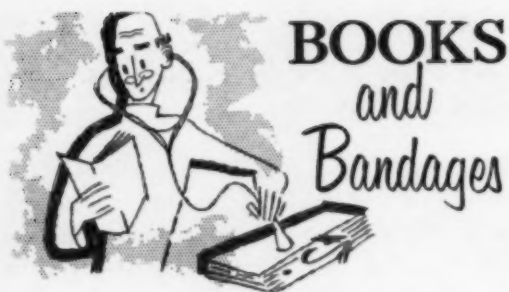
October \$4.00

### ■ Prophet and Witness in Jerusalem

By Adrian Hastings—A new and vigorous work on the theology of St. Luke as seen in the Third Gospel. Jesus is presented as: prophet-Messiah, new Moses and new Elias. The story centers on Jerusalem not Galilee; and far from giving a still picture, a powerful and tragic drama is presented.

November \$4.00





BY  
MARY ELIZABETH FEENEY

Hospital Library  
University of Pennsylvania

### Hope on the Horizon for Small-Budget Hospital Medical Libraries

It's just a thought, but a provocative one, which so far in few, if any, American medical publishers have explored.

It's a question too. Why not paper-backs for medical text books?

Recently a medical text was published in England in two styles of binding.<sup>1</sup> The review of the text was most favorable, and the reviewer made the comment, "Our only fear is that the book may prove so valuable that students will want to possess it in the more robust binding, so that the result of the two-binding experiment may be misleading."<sup>2</sup>

Later, however, a correspondent picked up the idea of paper-backs in medicine, saying, "... The need is not for more short textbooks, but for cheap paper-back editions of the large standard textbooks.

"Few students can afford all the necessary text-books at four or five guineas each. We are further deterred from buying by the rapidity with which new editions appear, causing medical value, and financial value on the second-hand market, to depreciate alarmingly fast.

"It is clear that some subjects—for example, therapeutics—depending less on illustrations are best suited to production on cheap paper. But the Pelican books on art and architecture show that both photographs and line drawings can be adequately represented in cheap paper-back

volumes. Size should be no deterrent; if *War and Peace* can be published in two volumes for ten shillings, let a surgical textbook be published in three volumes for twice as much. If the publisher, following Continental custom, produces a really cheap edition with the pages still stuck together, no matter; here at last is a sure way for the student to find out what part of the syllabus he has not covered."<sup>3</sup>

It might be added that the small hospital library, attempting to supply a representation of medical specialties, would welcome any publishing venture which reduced costs, however slight, on individual necessary text.

The Report of the Joint Commission on Accreditation of Hospitals states that facilities for a medical library are essential, and outlines standards for methods of procedures in maintaining one as follows:

"a) The hospital must maintain a medical reference library according to the needs of the hospital.

b) Facilities should be provided to meet the requirements of the services in the hospital.

c) Basic textbooks and current periodicals should be available and catalogued according to the needs of the hospital.

d) Personnel should be provided to assure efficient service to the medical staff."<sup>4</sup>

Even this minimum requirement will present budgetary problems to the Hospital Administrator in both large and small hospitals. A cheaper text book would be a big step in the direction of solving one of those problems.

<sup>1</sup> An Introduction to Surgery. Edited by David Patey, M.S., F.R.C.S., surgeon. The Middlesex Hospital, London, and director of surgical studies, The Middlesex Hospital Medical School. London: Lloyd-Luke, 1958. Standard edition 17s. 6d; students' edition 9s. 6d.

<sup>2</sup> *Lancet*, 1958, ii, 452.

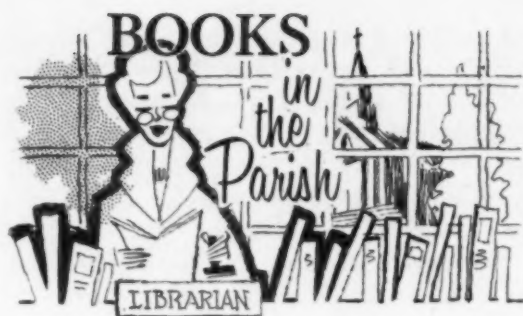
<sup>3</sup> Meadow, S. R., *Lancet*, 1958, ii, 592.

<sup>4</sup> *J. Amer. Med. Ass.*, v. 167, No. 16, Aug. 16, 1958, 1940.

### CATHOLIC BOOK WEEK Feb. 22-28, 1959

Theme: *Share Truth . . . Spread Faith*

ORDER CBW MATERIALS NOW  
Catholic Library Association  
Villanova, Pa.



BY

SISTER MARIE INEZ, C.S.J.

College of St. Catherine  
St. Paul, Minnesota

Sheed and Ward says, "All we ever need to say about a book by Mrs. Lucile Hasley is that it's coming." Add to that a title that reads, *Saints and Snapdragons*, and whether you agree or not, at least you will notice it. The book is a collection of essays that reflect the author's fundamental Christian and joyous outlook on life. Mrs. Hasley has her own brand of humor; *Life Among the Savages* describes her fun with her children and "Snapdragons," she says, are her despair.

*The Saints and Our Children* (Kenedy, \$3.95), by Mary Reed Newland, is the successful attempt of a mother to select incidents from the lives of the saints which can be used to help children overcome themselves and practice virtue. Mrs. Newland addresses the book to parents and points out countless ways in which the stories of the saints can be adapted to the everyday incidents of family life. The Holy Family is the practical and not just the figurative way for a family to live, and the saints exhibit virtues which children need, such as courage, obedience or honesty. The book is divided into two major parts: first, the lives of six saints and a chapter on the Holy Family; second, advice to parents chosen from spiritual writers. The book is one which has a wealth of material and can be used over and over.

*The Saints and Your Name* (Pantheon, \$3.00) is a book for children and might almost be considered a companion book to the foregoing one. This child's book is written by Joseph Quadflieg. It is beautifully illustrated with numerous colored and black and white drawings and is an outstanding example of fine book making. The collection includes the lives of seventy-three saints and has two lists: names

with feast days and saints who are invoked for special protection and patronage. Although the book is written for children, it is excellent for a family book.

Eugene S. Geissler has edited another book for parents, *Growing Up Together* (Fides, \$3.95), which complements his earlier work, *You And Your Children*, and leads the parent along the way with his child, now "growing up." The editor made use of this phrase to give unity and provide attractive chapter headings for the essays written by several authors. Thus we have: *Growing Up Gracefully*; *Growing Up Respectfully*; *Growing Up Naturally*, and so on. It is the editor's firm conviction that parents and the home "set the patterns of life and help form attitudes toward the world and toward others."

*This Is The Mass*, (Hawthorn, \$4.95) by Henri Daniel-Rops, will undoubtedly prove to be popular in many parish libraries. The text is accompanied by photographs of the action of the Mass with Bishop Fulton Sheen as celebrant.

A *Catholic Catechism* published by Herder and Herder (\$4.95) is an English translation of the official German catechism. The format of the book is most attractive with good type and illustrations in color. The subject matter is arranged first by question and answer, followed by an explanation and finally the sections "For My Life" and "Consider." There are many possibilities for the use of such a book. It should be a basic selection for most parish libraries.

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# From One Cataloger to Another

OLIVER L. KAPSNER, O.S.B.

St. Vincent College Library  
Latrobe, Pennsylvania

## Dewey Decimal Numbers

"In the 4th edition of your *Catholic Subject Headings* you assign classification numbers under practically all headings according to the Lynn-Library of Congress classification schedules. Why could you not do a similar good job with the Dewey classification schedules? You assign Dewey numbers to some headings, but not to others. We could make additional good use of your work, if you had assigned Dewey numbers to all your subject headings."

Quite a question. It comes up after every new edition of our Catholic subject heading list. To satisfy the inquiry it would mean that, as editor of *Catholic Subject Headings*, I would first of all have to edit a satisfactory Dewey scheme from which the needed numbers could be selected. As it stands, the *Decimal Classification*, in the 200 section, fails to provide numbers for many theological or religious topics, including even major and very important topics. In one's own library, if the book collection is not large, one could arbitrarily, by forcing interpretations, assign Dewey numbers to books for which there is no provision in Dewey. But it would be dangerous, because it is unsatisfactory in collections of various sizes, to present such arbitrary decisions as a universal policy. That is the reason why the Catholic University of America Library does not include Dewey classification numbers on its card services, and why previously it ceased assigning Dewey numbers for Bruce cards. There just are no Dewey numbers to fit the shoe in too many instances.

According to an announcement the 16th edition of Dewey should be on the market in the fall of 1958. Catholic libraries, among others, will continue to be disappointed in the religion area, which will show little improvement over the 14th and 15th editions. We had approached the Dewey editors at an early date for consideration in this neglected part of the Dewey schedules, but received little attention. When

the completed preliminary schedules for the 16th Dewey were received in August, 1957 (the 200 section was among the last to be completed), the chairman (yours truly) of the C.L.A. Advisory Committee on Cataloging and Classification submitted the Committee's final report to the Dewey editor as follows:

"We have received the completed preliminary schedules for the Dewey 16th edition from your office.

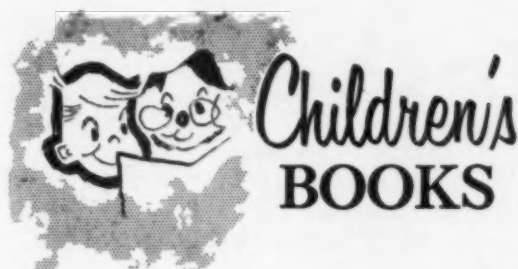
"For their purpose Catholic libraries have found the Dewey 200 schedules very inadequate and unsatisfactory, because of both serious omissions and poor arrangement of subject matter in the important fields of doctrinal theology, moral theology, ascetical and mystical theology, pastoral theology, liturgy, canon law, and Christian writers. Catholic libraries have also been much dissatisfied with the Dewey 100 section, because of illogical sequence of topics (in an area where logic should reign supreme) and because of poor subordination of topics. When work on the 16th Dewey was announced, we advised the Dewey editors of this unfortunate situation, hoping for some consideration long overdue. We regret that the criteria for the revised (?) 16th Dewey did not allow the needed consideration to be taken into account, as is reflected both in the policy and in the preliminary schedules received. Minor redispositions and insertions here and there and some added terminology can hardly be considered an acceptable solution for a thorough revision which we feel we had a right to expect, since the Dewey people had slighted theology throughout the fifteen editions of the *Decimal Classification*. Examination of the preliminary schedules indicates that in the 200 section the 16th Dewey, not unlike its predecessors, continues to be a classification schedule for libraries which have little need of help for classifying theological literature. The 100 schedules follow somewhat along the same pattern."

## Could Their Number Be Legion

At the Cataloging Code Revision Institute, held at Stanford University, July 9-12 (attended by yours truly as the official C.L.A. delegate) the knottiest problem was the corporate entry question, both as to choice of entry and as to form of entry. If publication of a new code is delayed, it will almost certainly be because of

(Continued on page 120)





BY MIRIAM A. WESSEL

Chief

Main Library Children's Room  
Detroit Public Library

BARBEAU, Marius. *The Golden Phoenix and other French-Canadian fairy tales*; retold by Michael Hornyansky; illus. by Arthur Price. 144 p. Walck. \$3.50.

A collection of tales brought to Canada over three hundred years ago by the first explorers and colonists. The eight stories vary in character but all are fine folklore, excellently told. The final chapter gives sources and backgrounds of the stories. A valuable contribution. Age 10-up.

BROWN, Marcia. *Felice*; illus. by the author. 32 p. 58-11640. Scribner. \$2.95.

The story of a little striped cat who gained her living along the canals of Venice. She found a boy who wanted a cat and both were happy. Age 4-7.

THE BIBLE. *More Stories from the Old Testament*; illus. by Piet-Worm. unpub. Sheed. \$3.00.

This second book of Bible stories is similar in format to the first collection: *Stories from the Bible*. It is printed in manuscript and illustrated in full color with much use of gold which gives the effect of an illuminated manuscript. Age 10-up.

BOSTON, Lucy M. *Treasure of Green Knowe*; illus. by Peter Boston. 185 p. 58-8731. Harcourt. \$3.00.

The second fantasy about the ancient house of Green Knowe, in which the life of the present mingles with that of the past in a fascinating and entirely credible manner. The story with its secret passages, strange characters and lost treasure, may have more general appeal than the first title, *Children of Green Knowe*, but both are fantasy at its best. Age 10-up.

BRIGHT, Robert. *Georgie's Hallowe'en*; illus. by the author. unpub. 58-7154. Doubleday. \$2.00.

Another story about Georgie, the gentle little ghost and what happens after he attends a Hallowe'en party on the village green. Age 4-8.

CALHOUN, Mary. *Wobble the Witch Cat*; illus. by Roger Duvoisin. unpub. 58-5018. Morrow. \$2.75.

Wobble the witch cat was unhappy riding a broomstick handle so he manages to get rid of it and when Hallowe'en comes around, Maggie the witch has to use a vacuum cleaner instead—which was much pleasanter and more comfortable for Wobble. An amusing tale with hilarious pictures. Age 4-8.

CHAPPELL, Warren. *The Nutcracker*; adapted and illustrated by Warren Chappell. unpub. 58-11075. Knopf. \$2.95.

A charming retelling of the old Christmas story based upon the Dumas version of the story by Hoffman. It includes some of the musical themes from the *Nutcracker Suite* by Tchaikovsky. Delightful illustrations. Age 6-10.

CHONZ, Selina. *The Snowstorm*; illus. by Alois Carigiet. unpub. Walck. \$3.50.

This is the third picture storybook about Florina and Ursli and their adventures in a snowstorm that almost becomes an avalanche. Beautiful pictures of Switzerland but the story suffers in translation.

D'AULAIRE, Ingri and Edgar Parin. *The Magic Meadow*; illus. by the authors. 55 p. 58-9641. Doubleday. \$3.00.

Peterli and his grandfather live high in the Swiss Alps in their pleasant "magic meadow." This is a happy blending of present day life with the history and legends of Switzerland. Beautiful pictures.

DE WOHL, Louis. *St. Helena and the True Cross*; illus. by Bernard Kregstein. (galley) (Vision Book) Farrar, \$1.95.

Account of the life of the mother of Emperor Constantine, whom she influenced to improve the conditions for the early Christians. A convincing biography of a woman of character and integrity. The version of her origin as given here differs from the Catholic Encyclopedia. Age 10-up.

FELTON, Harold W. *New Tall Tales of Pecos Bill*; illus. by William Moyers. 192 p. 58-1285. Prentice-Hall, \$2.95.

More stories of the Texan tall-tale hero, told with imagination and humor. A fine example of folklore by a master storyteller. Age 10-up.

FRANCOISE, pseud. *Chouchou*; illus. by the author. unpub. Scribner. \$2.95.

Chouchou, a small donkey finds his daily job of pulling the milk cart to town, dull, and decides to seek some lovelier adventure. In doing so he gets into trouble and finds himself in jail. However all of the children in the town miss him and come to his rescue. Illustrations

are typical of the author-illustrator, but there is more story text than in any of her previous books. Age 4-8.

FRASCONI, Antonio. *The House That Jack Built*; illus. by the author. unp. 58-8625. Harcourt. \$3.00.

Colorful woodcuts decorate this old nursery rhyme, presented here in English and French on each page. By the author of *See and Say*. Age 6-8.

GALLANT, Roy A. *Exploring Chemistry*; illus. by Lee J. Ames. 116 p. 58-9658. Garden City. \$2.95.

An overall picture of chemistry from the discovery of fire to the developments of the present day, with a forecast of the future. Brief, clear and interesting text with excellent illustrations. Age 9-12.

HOPKINS, J. G. E. *Black Robe Peacemaker: Pierre de Smet*; illus. by W. N. Wilson. 188 p. 58-11453. (American Background Books) Kenedy. \$2.50.

This Jesuit missionary journeyed from Belgium to do mission work among the American Indians by whom he was remembered also as their advocate with the U.S. government. A very interesting life, but it is given rather dull treatment. Age 11-14.

IPCAR, Dahlov. *The Wonderful Egg*; illus. by the author. 48 p. 58-7315. Doubleday, \$2.50; preb. \$3.00.

A handsome picture story book to introduce dinosaurs to young children. Fifteen of the species are briefly described and a pronunciation guide as well as a table showing comparative sizes are also given. Interesting illustrations in color. Age 5-7.

KAWAGUCHI, Sanae. *The Insect Concert*; illus. by author. 31 p. 58-8486. Little, \$2.50.

Excellent description of a village festival in Japan, telling the story of two children as they seek singing insects for the Temple concert. Age 5-9.

LAMPMAN, Evelyn S. *Rock Hounds*; illus. by Arnold Spilka. 213 p. 58-9661. Doubleday, \$2.95.

Science-minded Ed Herrick did not welcome his Eastern cousin Priscilla at his Geological Camp, nor was Priscilla enthusiastic about either Ed or rock collecting. Lively adventures for both develop a mutual liking between the cousins and a beginning interest in geology for Priscilla. Age 10-13.

LATHAM, Jean Lee. *Young Man in a Hurry*; the story of Cyrus Field, illus. by Victor Mays. 236 p. 58-7761. Harper, \$2.95.

Cyrus Field started as an errand boy at fifteen and by

the time he was thirty-five he had amassed a fortune. After he retired he helped to organize a company to lay a telegraph cable under the Atlantic from Newfoundland to Ireland. A well written biography that gives a vivid account of his tireless effort. Age 11-up.

LOMASK, Milton. *The Cure of Ars, the Priest Who Outtalked the Devil*; illus. by Johannes Troyer. 192 p. galley. (Vision Book) Farrar, \$1.95.

A readable biography of St. John Vianney, who rose from an obscure French peasant family to become one of the country's most famous as well as beloved preachers and confessors. He was canonized in 1924 as the patron saint of priests. Age 11 up.

McGAW, Jessie B. *Painted Pony Runs Away; As Little Elk Tells It in Picture Writing*; illus. by author. unp. 58-10590. Nelson, \$2.95.

Little Elk, in following his runaway pony, is captured by the Sioux. How he escapes and rescues an injured Sioux boy, makes an exciting story, told through the medium of Indian picture writing. The English translation is given below. Age 6-9.

OLDS, Helen D. *The Silver Button*; illus. by Harold Berson. 26 p. 58-9942. Knopf, \$2.25; reinforced ed. \$2.50.

Six year old Stevie was afraid to set out for school for the first time alone. How a special silver button helped to give him courage, makes an appealing story. Age 6-8.

STERLING, Dorothy. *The Silver Spoon Mystery*; illus. by Grace Paull. 233 p. 58-9662. Doubleday, \$2.95.

What happens after an enterprising young amateur journalist invents a news item about a missing spoon from a valuable collection. Suspense, humor and many lively adventures. Age 10-12.

TAYLOR, Sydney. *All-Of-A-Kind Family Uptown*; illus. by Mary Stevens. 160 p. 58-7734. Follett, \$3.15 net preb.

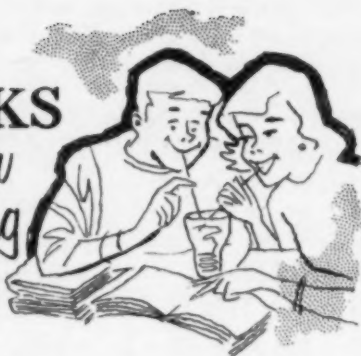
The third "all-of-a-kind family" story which takes the reader through World War I. There is little plot, but the story is told warmly through a series of day by day incidents, the total effect of which gives an amusing, happy and warm picture of Jewish family life in uptown New York City. Age 9-12.

WINDEATT, Mary F. *Mere Marie of New France*; illus. by Lili Rethi. 190 p. 58-11453. Kenedy, \$2.50. (American Background Book)

A fictionized biography of the seventeenth century Ursuline nun, Mere Marie de l'Incarnation, and her religious endeavors among the Algonquin tribe and

(Continued on page 114)

# BOOKS for Young People



BY

SISTER M. BERNICE, F.S.P.A.

English Teacher, Marycliff High School  
Spokane, Washington

ADAMS, Samuel Hopkins. *Chingo Smith of the Erie Canal*; illus. by Leonard Vosburgh. 276 p. 58-6197. Random, \$2.95.

With public interest running high this year over the opening of the St. Lawrence Water Way, an account of an earlier achievement with the Erie Canal will be of interest.

The orphan boy, Chingo Smith, contributed more than his share to "Clinton's Ditch" as it was contemptuously called. The author has an earlier book, *The Erie Canal*, which has been popular.

BEELER, Nelson Fredrick and BRANLEY, Franklin Mansfield, *Experiment with Light*; illus. by Anne Marie Jauss. 143 p. 58-5591. Crowell. \$2.75.

Boys, as well as girls interested in science will enjoy this book on the nature and behavior of light. Experiments are set up which will explain the construction, principles, and operation of lenses, microscopes and other instruments. Units are concerned with such topics as measuring light, the nature of light, lenses and how they work, polarized light, and plants. Haloes and coronas will prove as interesting as the working of such machines as the kaleidoscope and the stroboscope. Materials required for experiments are easily obtainable and inexpensive. Diagrams and drawings provide adequate illustrations.

BITTLE, Berchmans, O.F.M. Cap. *A Saint a Day*. 356 p. 58-6926. Bruce \$5.

In calendar arrangement with a brief, concise biography of a saint for each day of the year, this book will find many uses in schools as well as in homes. Though some of the saints are popular ones and well known, many of them are obscure and will add to the knowledge of the user. It is a valuable reference tool for young people checking the background of their patron saint. A table of contents is included, arranged by month and day. An index lists the names of the saints.

ENGELBERT, Abbe Omer. *Adventurer Saints*. 276 p. 56-8936. Kenedy \$4.

This is an older book, but schools and parents may want to add it to their collection of books on the saints. With increased interest in students checking facts on their patron saints, more books are needed. Five unusual personalities are treated in this colorful book: Joan of Arc, Martin of Tours, Brother Giles of Assisi, Peter Chanel, and Junipero Serra. Though these people are examples of great ranges of ability and temperaments, they are alike in that they are truly adventurers.

Perhaps most of these would have lived out quiet lives, had not circumstances put them in the way of adventure. The author divides his time between France and the United States as a director of Catholic Collections of two leading French publishing firms.

In a letter from Pope Pius XII concerning Junipero Serra which the author received, reference is made to Father Serra as a "servant of God." Since his cause has been introduced in Rome since 1948, many Americans hope that Father Serra may soon be a new American Saint.

ENRIGHT, Elizabeth. *Gone-away Lake*. 192 p. 57-7172. Harcourt. \$3.00

Excellent writing, clarity in setting of scene and details of nature, and a strong appeal to all ages make this book an excellent one for family reading. It was one of the runners-up this year for the Newbery Medal as was also *The Horsecatcher* by Mari Sandoz and *The Great Wheel* by Robert Lawson reviewed last year.

*Gone-Away Lake* would be useful on junior high school shelves to use as an example of really good writing. The characters, both old and young, come alive. A fine sense of humor pervades the book. The feeling for nature is unusually perceptive. The line drawings, though delicately detailed, have humor and charm.

FREUCHEN, Peter. *Whaling Boy*. 127 p. 57-8095. Putnam. \$2.75.

Peter Freuchen's descriptions of the sea have been enjoyed by older readers. Here is a fine book by one who knows the lore of whaling for readers younger than those who enjoyed *Whaler Around the Horn*.

Peter List, orphaned son of a whaler, persuades Captain Engelbrekt, whaling captain on a small Danish Island where they live to take him as mess boy on the next journey.

Peter learns to take responsibility and also to take abuse from the first mate who is most unfriendly.

The book is well written by one who can make the sea come alive for readers on all levels.

GENDRON, Val. *Behind the Zuni Masks*. 214 p. 58-8331; decorations by Allan Thomas, sketches by the author. Longmans \$3.

Charles Nickerson from Cape Cod finds his impressions of the Southwest changing radically as he becomes familiar with an inherent culture which he knew nothing about.

Charles becomes an active participant of activities in a Boy Scout group in La Junta, Colorado, where he learned much of the traditions of the early Indians in this region. The troupe went on country-wide tours, exhibiting Indian crafts and dances in order to promote more understanding and appreciation of Southwest Indian culture.

**HUNT, Walter Bernard.** *Golden Book of Crafts and Hobbies.* 111 p. 57-14089. Simon and Schuster. \$1.95.

Scout and camp leaders, as well as crafts teachers working with boys will welcome this book. Though the projects are ambitious and the students may need assistance, the book will be helpful in planning many challenging programs. It will require a reasonably well-stocked tool chest. The book may also be of value to those working as occupational therapists.

**KEITH, Harold.** *Rifles for Watie.* 332 p. 57-14089. Crowell. \$3.75.

The Newbery Award Medal winner for this year is the result of the author's research for a master's degree in history. The author worked on the material for many years in gathering his facts from first hand interviews with Confederate veterans living in Oklahoma and Arkansas. Since Mr. Keith is an Oklahoman by birth, and grew up in the Cherokee country in which his story is laid, he is most conversant with the subject.

This book will be valuable reading for history students. It will serve a need on both junior and senior high school levels.

**MASON, George Fredrick.** *Animal Tails;* illus. by author. 95 p. 58-5115. Morrow. \$2.50

Young readers who enjoyed *Animal Clothing* in 1955 will enjoy the same delightful writing in this new book in which the author explains the manner in which animals use their tails.

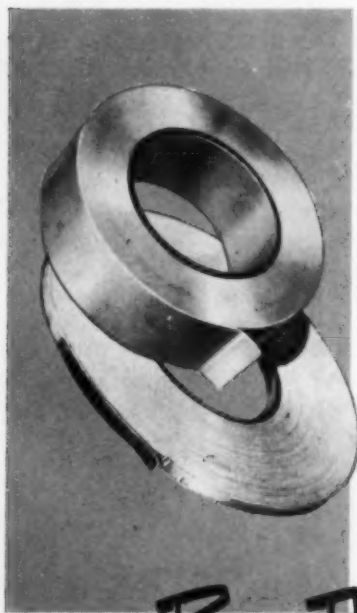
Some are meant for grasping, others for support and balance. For others they are rudders or propellers, and others find them useful for protection as weapons, or for food storage.

Warning signals are given by some, while others use them to express emotion. Although this book is intended for younger readers, older ones will enjoy it too since no book is available with that information.

**OGBURN, Charlton.** *Big Caesar;* illus. by Joseph F. F. Krush. 68 p. 57-5886. Houghton. \$2.50.

The author of *The White Falcon* and *The Bridge* writes a beautiful story of a lonely uncertain teen-ager.

With the same degree of perception as shown in his earlier books, the author shows the boy's slow emotional maturing in the girl's mother's statement: "There is no use my telling you how young you still are or Millicent either. You don't have to be old to know how



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The boy overhauls Big Caesar, the out-moded truck of his deceased father. He is aware of the ridicule which he evokes from his classmates, both because of the truck and because of his endless day-dreaming over a fellow classmate—Millicent.

His real chance comes when in a blizzard his dramatic rescue of many stalled tourists is more rewarding than any of his day-dreams. It is Big Caesar which helps him to understand Millicent. Especially written with great sensitivity and perception are the pages concerned with his own emotions and those of Millicent. This book is a Reader's Digest Book Club selection.

POPE, Elizabeth Marie. *The Sherwood Ring*; illus. by B. Evaline Ness. 266 p. 57-12085. Houghton. \$3.00.

The author creates a difficult problem for herself by placing the story in both the eighteenth and twentieth centuries. However, she handles it well in what she terms "a holiday frolic." A present day romance is traced by amiable ghosts to its eighteenth century origin.

It is a refreshing story, lightly but convincingly told, with the scene laid in Orange County in upper New York where the author once lived. The plot involves a present-day boy and girl who are guided to their own happiness by observing their own problem in the light of the revolutionary period. The twin plots play upon each other in a clever and convincing manner.

SETH, Ronald. *The Spy and the Atom Gun*. 152 p. 58-5319. Ariel-Farrar, Straus and Cudahy. \$2.75.

Though the characters in this adventure story at times seem but symbols of real people, they do have sufficient creditability to make them acceptable. Pita, a British secret agent, is sent against the terrorist police of a small Iron Curtain country. He has been sent into Gallonia to bring back from the underground a model of a most remarkable new atomic weapon, an atomic hand gun.

Captain Martel does not get over the border before his forged papers are recognized. Aided by the courageous members of the underground, he is obliged to go underground at once. He is given able help by a young boy who is unusually adept in outwitting the enemy.

The consistent excitement of the book is sustained through the book to a point where it is difficult to establish the high point of tension. It is an exciting and acceptable spy story.

ROUNDS, Glen. *Swamp Life*; pictures by the author. 117 p. 57-12532. Prentice Hall. \$3. Especially useful for the student who finds reading difficult, this almanac deals with raccoons, possums, snakes, turtles, woodchucks and others who live in hollow trees and swampy places.

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The book is meant to interest young readers in wild-life, and in the problems of conservation. Illustrations are found on every page and are both interesting and decorative.

SHUTTLEWORTH, Dorothy E. *Real Book About Prehistoric*; illus. by Matthew Kaimenoff. 216 p. 57-9655. Garden City \$1.95; lib. ed. \$2.35.

This attractive book reconstructs the prehistoric world, accurately tracing the evolution of plant and animal life from the first appearance of living matter, the Protista, to the beginning of civilization and continues on to prehistoric America.

The vocabulary will give some difficulty to young readers, but interest may be sustained so that they can overcome the problem. The book would be worthwhile to junior high science class. However, the instructor will want to call attention to the omission of any reference to a First Mover especially in reference to man. The vocabulary will give some difficulty to young readers, but interest may be sufficiently high so that this difficulty may be overcome.

STERLING, Dorothy. *Captain of the Planter*. 264 p. 58-5532. Doubleday. \$2.95.

The author of *Freedom Train*; the story of Harriet Tubman, has written another fine historical book. Robert Smalls, little known hero of the Civil War, was born a slave in Beaufort, South Carolina, in 1839. He became a river pilot and escaped to the North during the Civil War. His family was carried North on the armed Confederate steamboat, as were also many colored people from the South.

Robert Small, the first Negro commissioned officer in the Union Navy, continued to work for the state and the nation during the troubled Reconstruction period. The reader will find himself drawing parallels between our own troubled times and this period.

WISE, William. *Silversmith of Old New York*: Myer Myers. 180 p. 58-10859. Farrar, Straus, and Cudahy. \$2.95.

Myer Meyers was an artist and a patriot of colonial times. As he searched for his lifework he was an apprentice for a silversmith until he became a master craftsman.

Meyers became involved in the American Revolution. The reader is given a good picture of the times and atmosphere of New York City when it was still a village. In addition the author also is given a vivid description of the techniques of the silversmith.

The author has been especially successful in picturing the warmly human personality of Myer Meyers in a narrative which is readable and with characters who are believable.

ZAIDENBURG, Arthur. *How to Draw Wild Animals*. 65 p. 57-12534. Abelard-Schuman. \$3.

This author has prepared many instruction books for the amateur artist and here offers a unique service in providing information on how to draw wild animals—an interest which runs high with young people.

After general remarks about the necessity of observing and enjoying the subject to be drawn, specific help is given for each of eighteen animals to be sketched. Step-by-step suggestions are given on how to draw them. This type of direction is helpful to both younger and older children.

ZARCHY, Harold. *Wheel of Time*; illus. by Rene Martin. 133 p. 57-10282. Crowell. \$2.75.

The measurement of time has always fascinated mankind. This book traces the history of man's effort to measure it from the lunar calendars of Babylonia and Greece through the solar calendar of Egypt. The reforms initiated by Julius Caesar are presented and the history continued down to the present plan for a world calendar.

A well prepared index serves as a key to many unusual facts which may stimulate more search on the part of students. The illustrations and format of the book are attractive.

VILLIERS, Alan; illus. by photographs by the author. *The New Mayflower*. 48 p. 58-7727. Scribner \$2.95.

This is a slender book and can be enjoyed by very young children, but it also has a place in leading teenage readers into a more detailed account such as *The New Mayflower* as reported in the May, 1957, *National Geographic* magazine.

The book has a series of beautiful photographs of the New Mayflower, some of them are full page and some smaller with a paragraph of comment by her captain. Alan Villiers.

The pictures first show the construction of the ship and finally those showing the ship reaching the New World. Readers will get an accurate knowledge of the new ship as compared with the original one built by the Pilgrims. A plan of both vessels, and a map showing their sailing route is included.

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## Children's Books . . .

(Continued from page 110)

French settlers in New France. Her fervor and determination and compassion are pictured, but the presentation is sentimental, choppy in style and does not carry the conviction of *Mere Marie of the Ursulines* by Agnes Repplier, unfortunately long out of print.

## BOOK CLUB SELECTIONS

### Catholic Book Club

#### November, 1958

*Worlds Apart*, by Tudor Edwards. Coward-McCann. \$4.50.

#### December, 1958

*New Horizons in Latin America*, by John J. Considine, M.M. Dodd, Mead. \$5.00.

### Catholic Children's Book Club

#### November, 1958

##### PICTURE BOOK GROUP

*Jim at the Corner*, by Eleanor Farjeon. Walck. \$2.75.

##### INTERMEDIATE GROUP

*Small Miracles at Lourdes*, by Marie McSwigan. Dutton. \$2.50.

##### OLDER BOYS

*The Amazing John Tabb*, by Eva K. Betz. Bruce. \$2.00.

##### OLDER GIRLS

*Star of the Mohawk*, by Francis McDonald. Benziger. \$2.00.

##### KNOWLEDGE BUILDERS

*Giant of the Western Trail*, by Michael McHugh, S.J. Benziger. \$2.00.

#### December, 1958

##### PICTURE BOOK GROUP

*The Puppy Who Wanted a Boy*, by Jane Thayer. Morrow. \$2.50.

##### INTERMEDIATE GROUP

*Peter and Anna and the Little Angel*, by C. E. Schulz. Bruce. \$2.50.

##### OLDER BOYS

*The Son of the Gondolier*, by Elsa Steinmann. Pantheon. \$3.00.

##### OLDER GIRLS

*The Luckiest Girl*, by Beverly Cleary. Morrow. \$2.95.

##### KNOWLEDGE BUILDERS

*The Saints and Your Name*, by Joseph Quadflieg. Pantheon. \$3.00.

### Catholic Children's Book Club

#### January, 1959

##### PICTURE BOOK GROUP

*The Legend of Befana*, by Henry Chafetz. Houghton.

##### INTERMEDIATE GROUP

*The Family Under the Bridge*, by Natalie Savage Carlson. Harper.

##### OLDER BOYS

*Brother Dutton of Molokai*, by Howard Crouch. Bruce.

##### OLDER GIRLS

*The More the Merrier*, by Leonora Mattingly Weber. Crowell.

##### KNOWLEDGE BUILDERS

*Meet South Africa*, by John Gunther, with Sam and Beryl Epstein. Harper.

### Catholic Literary Foundation

#### November, 1958

*Catholic Life Annual, 1959*, by Eugene P. Willging. Bruce. \$2.95.

*Christian Life Calendar, 1959*. Bruce. \$1.00.

#### December, 1958

*A Kingdom and a Cross*, by Helene Margaret. Bruce.

### Maryknoll Book Club

#### November, 1958

*New Horizons in Latin America*, by John J. Considine, M.M. Dodd, Mead. \$5.00.

### Thomas More Book Club

#### November, 1958

*Three Cardinals*, by E. E. Reynolds. Kenedy. \$3.50.

*This Land Fulfilled*, by Charles A. Brady. Dutton. \$3.95.

#### December, 1958

*The Gospel Story*, by Ronald Knox and Ronald Cox. Sheed and Ward. \$4.50.

#### January, 1959

*The Saints*, edited by John Coulsen. Hawthorn. \$12.95.

### DUES ARE DUE . . .

#### If Your Membership Expires

#### December 31, 1958

In accordance with the Catholic Library Association's new policy (adopted during our Buffalo conference) of permitting only the fiscal year (July 1 to June 30) for memberships and subscriptions, you are requested to send in dues for one and a half (1½) years. This would give you a paid-up membership through June 30, 1960.

Please send in your renewal immediately to avoid missing any issues of the **Catholic Library World**.

## REVIEWS

*Living Together in the Modern World.* Etta Schneider Rees, Managing Editor. 8 vols. 1954. Mankato, Minnesota, Creative Educational Society. \$49.50.

*Living Together in the Modern World* is chiefly an anthology of pictures, accompanied by descriptive notes, which is especially useful for social studies in the elementary grades. The set consists of seven volumes, each volume devoted to a problem of modern, human living, plus an Index Reference Guide volume. More than nine hundred documentary photographs are grouped together under these seven major headings, one to a volume: Food, Shelter, Clothing, Transportation, Communication, Conservation of Natural Resources, Conservation of Human Resources.

Each volume is made up of full page photographs representing some aspect of the problem or the social experience under consideration, with companion pages of explanatory texts. The pictures are pertinent and artistically pleasing as well as enlightening. Often they are placed in juxtaposition so as to make a point, such as the contrast between substandard housing and adequate small-income housing, or between a good stand of forest trees and an area plundered by fire, erosion, or human carelessness. These photographs, all black and white, are excellent. A feature which would make this set of particular value in the classroom is the arrangement of the pictures so as to allow for easy use in an opaque projector. The text which accompanies each picture is concise and stimulating and shows a careful tie-in with the curriculum. It often presents a nice mixture of historical development plus present conditions in that particular area. Questions and topics for discussion and study follow each page.

The text would find its best use in grades three through five, but the pictures would have value for all grades in the elementary and junior high school, even grades one and two. The material in the seven volumes follows the usual elementary curriculum well and covers topics in which children are interested. It may be noted that the articles in any one volume may vary somewhat in reading difficulty.

The text would find its best use in grades and the Board of Consultants, reveal few names

of national note and few specialists in the subject fields covered by the volumes. By reason, though, of the responsible positions which they hold in the field of education, all should be well qualified.

The physical format is good. The cloth binding is both attractive and durable and so constructed as to allow the book to lie flat when open. A good quality of paper was used with wide margins and spaces between paragraphs, thus giving an uncluttered look to the pages and allowing for maximum reading ease by young eyes. Unfortunately, the inking is not always uniform and sometimes varies slightly from light to dark. Unfortunate, too, is the fact that not all editions of this set carry the volume number on the outside cover of the individual volumes. Since the valuable index volume indicates references by volume number, such cover omissions are a handicap.

Of particular interest is the Index Reference Guide which consists of three parts: part I, Cross Reference Index; part II, Study Planning Guide; part III, Picture Finding Guide. Part I is an alphabetical, small topic index to pictures and text, supplementing the index found in each of the individual volumes. Part II groups topics covered by the set into thirteen units of work suggested for grades one through three, two units for grade four, seven for grade five and seven for grades six through nine. All of these units were determined by examination of courses of study from many states. Part III reproduces in miniature all of the photographs in the seven volumes, together with a listing under subject of all picture titles.

The chief value of the entire set of *Living Together in the Modern World* lies in the well chosen and skillfully executed photographs. The descriptive material, as indicated earlier, is excellent in many ways, but, because it was limited to a single page, often had to be too sketchily chosen from a wide field of knowledge, and may pre-suppose more background information and vocabulary skill than most average elementary school children possess. Some topics may require the supplying of additional and/or explanatory material by the teacher or other adult. The set would profit by an amplification of the descriptive material and elimination of some of the less pertinent information. How-



ever, it must be remembered that the intent of the editors was to provide meaningful pictures and these accompanying texts were designed only to "aid the child in understanding the pictures, and the thought questions to help him 'read' the picture—that is, to tell what the picture is about, what in the picture is most interesting to him, whether the picture or objects in the picture resemble anything he has seen before, and how the scenes or objects in the scene compare with his previous experience."

Some sections are especially fine, such as the one illustrating the various steps in the construction of a house. Other sections, notable those touching the scientific field, like television, may fall short of being sufficiently up-to-date to satisfy the modern child.

This set is a worthwhile investment for an elementary or junior high school library where demand for visual material and budget allowances are sufficient. It forms a splendid supplement to any social studies teaching program.

MARGARET C. REHRING

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DAHL, Svend. *History of the Book*. 279 p. 1958. Scarecrow Press \$6.00.

This is the first English edition of lectures by the head librarian of the University of Copenhagen, originally delivered in the 1920's and published in a French edition in 1933. The book has been expanded slightly with an almost completely new selection of illustrative material which, because of ineffective use of the offset process, does not always appear to best advantage. This is unfortunate because one great merit of Dahl's work is in its interpretation of aesthetic elements, such as illustrative techniques and binding styles. He succeeds remarkably well in integrating the major elements in book and library history, doing better than McMurtrie's *The Book* in bringing in aspects of book trade organization, auctions, bibliography and book collection (e.g., Brunet's *Manuel* "contributed to giving French collections a rather uniform character and caused a rise in the prices of the items that all collectors had to have." p. 217). Generally adequate attention is given to library development although his survey of architecture is weaker than other parts of the book. Naturally, one finds more mention of Scandinavian contributions than in other works but usually in good perspective except that the bibliography deserved drastic revision; cutting here might have provided space for a needed index. There are other points, of course, that merit change, e.g., retitling the chapter on the "End of the Middle Ages" to a more positive tribute to the mention of printing, the attribution of Aldus of innovating the octavo format when this had been in use for breviaries before his time by his own father-in-law. In keeping with the European orientation no mention is made of Frederick Ives' contribution to development of the halftone process; one must still turn to McMurtrie's *The Book* and to Lehmann-Haupt's *Book in America* (incorrectly cited in the bibliography) for further detail on the Anglo-American contributions. All in all, this is a remarkably good, concise interpretation of book history in its wider meaning.

E. P. WILLGING, Director  
Catholic University of America Library

GROSS, Feliks. *The Seizure of Political Power*. 398 p. 1958. Philosophical Library.

A deceptive title hides the central value of

this book: a study of the development of Russian revolutionary tactics from 1835 to 1917. The author's aim was to write a general treatise on the seizure and consolidation of political power, especially by totalitarian regimes. Unfortunately, the generalizations he formulates are largely platitudinous and suffer from a heavy encrustation of sociological jargon. No serious challenge to the preeminence of the classic studies of revolutionary process (Brinton, Petee, etc.) will be found here.

The most interesting and valuable part of the book is found in what was intended merely to illustrate and support the general conclusions. The pre-history of the Soviet regime in Russia is a rich source of material demonstrating the methods by which seizure of political power might be attempted. The author is at his best in discussing the abortive efforts to overthrow the Czars throughout the nineteenth and early twentieth centuries.

To all of this has been appended a cursory and very thin discussion of the spread of Communism in China and Eastern Europe since World War II. Even for his limited purpose of illustrating his general theses, the writer's treatment is inadequate. Too wide a geographical area and too long a time span have engaged his attention in this single volume. This resulted from his proceeding as a sociologist rather than historian. As Gross sees it, "An historian studies the unique occurrence in human society, a sociologist the repetitive one." Even this division of functions, were we to accept it, cannot excuse an author for finding a repetitive occurrence in history without making a detailed examination of the historical facts.

MERZALOW, editor. *Biographic Directory of the U.S.S.R.* 782 p. 1958. Scarecrow Press. \$16.00.

This volume of biographical information will prove invaluable to every student of current Soviet Affairs. Included are more than two thousand living leaders of contemporary life in all parts of the Soviet Union and in all areas of government, industry, education, the arts, and even religion. The essential facts concerning each person's *vita* are presented in brief summaries suggestive of the style of *Who's Who*. To anyone who wishes to follow closely the cur-

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rent developments in the Communist world, the usefulness of this data can hardly be exaggerated. Although not designed for casual reading, the varied entries have a curious fascination. Certainly this book belongs in every university library. The compilation of so much biographical information is a major achievement of the Institute for the Study of the U.S.S.R., which operates in Munich.

THOMAS J. O'TOOLE  
School of Law  
Villanova University

### From One Cataloger . . .

(Continued from page 108)

the corporate entry question. Yet the problem is there, for we are inevitably living in the corporation era of history. Perhaps the following quotation can give us a partial glimpse of this awesome reality.

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ter of public knowledge. It is not certain that this kind of numerical knowledge is important. A more significant basic knowledge can be had by a kind of parody on pollster methods. Take a group of moderately well-informed people and ask them how many corporations they belong to as members. In a trial run with a class of teachers of current issues, with no agreement on a sharp definition of membership, but with considerable conviction, the average person claimed membership in one hundred fifty corporations of all kinds." (From *The Corporation and the Republic*, by Scott Buchanan. 1958. p 13)

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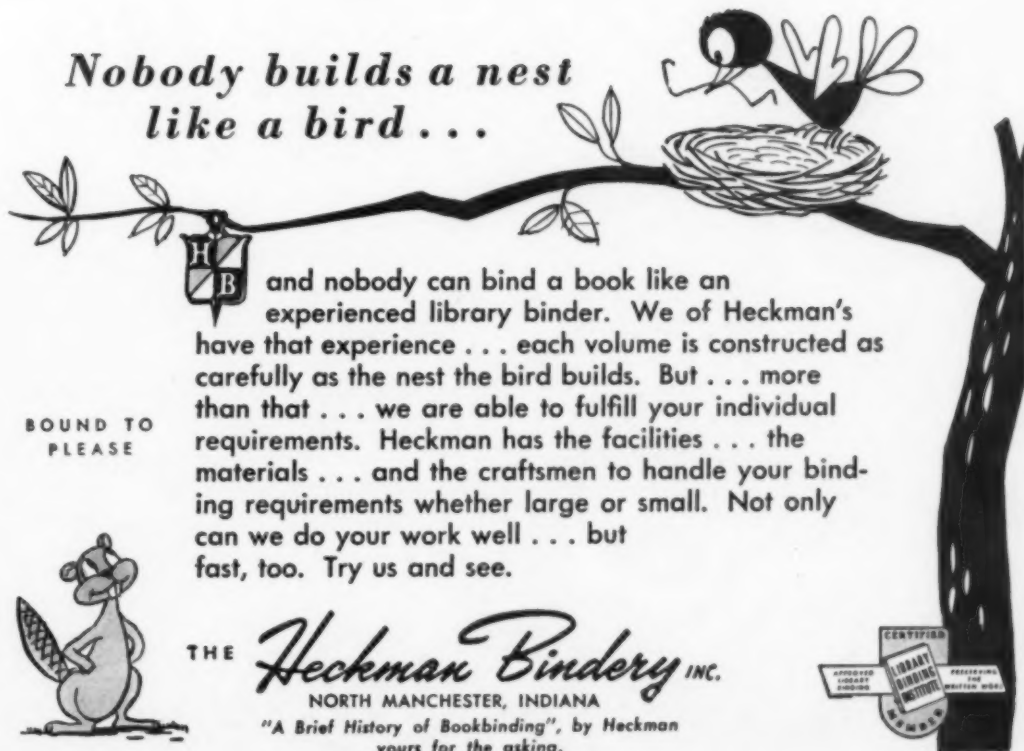
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